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Development of a Minimum Competency Assessment Instrument for Reading Literacy Containing Sasak Local Wisdom in Class V of 33 Mataram State Elementary Schools

Nanda Sakina Putri[1*], Siti Rohana Hariana Intiana[2], Muhammad Sobri[3], Ida Ermiana[4]
[1,2,3,4] PGSD FKIP Universitas Mataram

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Correspondence:

Phone: +6287763893605

Abstract: This research aims to develop a minimum competency assessment instrument for reading literacy containing Sasak local wisdom in class V at SDN 33 Mataram. This research is a type of Research and Development (R&D) research with five stages. Analyze produces an analysis of the needs of students in schools related to assessment instruments that have not yet reached the measurement of reading literacy competency. Design, namely designing assessment instruments by making grids, writing stimuli, writing question items and answer keys, work instructions, and scoring guidelines. Development, namely developing products through the testmoz website and carrying out expert validation. Implementation by testing assessment instruments to determine validity, reliability and practicality and applying them to real classes. Evaluation, testing product effectiveness. The data collection techniques used were interviews, questionnaires, documentation and tests. This research was conducted at SDN 33 Mataram using evaluation and language expert validation sheet instruments, teacher and student response questionnaires, as well as reading literacy assessment instruments. The results of the research show that the minimum competency assessment instrument for reading literacy containing Sasak local wisdom received a percentage of 94.2% from evaluation experts, a percentage of 100% from language experts, a percentage of 97.8% with very practical criteria from teacher responses, a percentage of 91.5% with criteria very practical from the students' responses, getting the results of 23 valid and reliable questions from the results of the analysis of the questions after the trial. Testing effectiveness with a one sample T-test using SPSS 26 with a significance value of 0.000<0.05 means there is a difference in the average student score and the test value. Therefore, it can be concluded based on the research results that the development of a minimum competency assessment instrument for reading literacy containing Sasak local wisdom in class V can be declared valid, reliable, practical and effectively used in measuring students reading literacy abilities.

Keywords: Minimum Competency Assessment Instrument, Sasak Local Wisdom, Reading Literacy

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Email: nandasakina1210@gmail.com

Introduction

Reading literacy skills are considered a reasoning skill that is important for students to master in order to develop life skills in the 21st century. The Ministry of Education and Culture (2017) explains that reading literacy is a set of skills for reading, writing, searching, searching, processing and understanding information to analyze, respond to and use written texts to achieve goals, develop understanding and potential, and to participate in the social environment. can be supported by several theories. Through reading literacy skills, students are expected to be able to participate positively in society.

The new paradigm learning development framework consists of three main aspects, including curriculum, learning process, and assessment (Sufyadi et al. 2021). The curriculum contains plans that must be achieved in learning activities, learning activities are the processes that are followed to achieve goals, and assessment is feedback to find out whether the goals have been achieved or not. Likewise, the development of reading literacy learning is not only carried out in learning planning activities or learning activities, but also in learning outcomes assessment activities. This aims to ensure that effective and efficient learning activities are carried out, because assessment activities will always be present in every learning assessment activity.

The Minimum Competency Assessment is one of the national assessments that measures the reading literacy abilities of Indonesian students. The implementation of the assessment cannot be separated from the use of assessment instruments. The assessment instrument is a tool for measuring student learning outcomes including aspects of knowledge, attitudes and skills (Undang Rosidin, 2017). A good assessment instrument meets the requirements, namely substance requirements, construction requirements and language requirements (Permendikbud Number 66 of 2013). Selaras (2019) added that a suitable assessment instrument is an instrument that meets the requirements for validity and reliability.

The reading literacy instrument was prepared based on guidelines sourced from the Ministry of Education and Culture. Reading literacy assessment instruments are designed to not only measure certain topics or content, but also various contents, cognitive levels and contexts. The cognitive level describes the level of the thinking process, namely from the level of finding information, interpreting and integrating information, to the level of evaluating and reflecting on the information contained in the text. Content is the selection of the type of text used as a question stimulus, namely literary text and informational text. Meanwhile, context is the topic or theme raised in the question content which consists of scientific, personal and socio-cultural contexts.

Based on the results of the interview, information was obtained that the assessment instruments in schools had not yet achieved reading literacy measurements. The assessment instruments that teachers often use focus on measuring learning material achievements. In fact, reading literacy makes students develop analytical skills based on information, not making students memorize or memorize material. Reading literacy assessment is very effective in line with the demands of 21st century learning which emphasizes aspects of critical and creative thinking skills (Purwati, Faiz, and Widiyatmoko 2021).

In this research, the reading literacy assessment instrument included local wisdom of the Sasak tribe and was presented on the testmoz website. Inserting local Sasak wisdom, making it contextual, so that students can more easily understand the text presented in the reading literacy assessment instrument. Reading texts that are close to students' experiences will help them understand the contents of the text easily (Shofiah et al. 2017). The use of the testmoz website in assessment activities is able to provide innovation in assessment, motivate students, make assessments more interactive, get more detailed feedback, and improve students' critical thinking skills (Ardhana 2020).

Previous research related to the topic raised was conducted by D.M. Andikayana, et al (2021) who succeeded in developing a level 2 reading literacy instrument that is valid and suitable for use in measuring reading literacy abilities. Also supported by similar research conducted by Farahiba, (2022) who succeeded in developing a valid and reliable literacy instrument in measuring students reading literacy skills using anecdotal text material.

However, there has been no research that has developed a reading literacy instrument that is integrated with local Sasak wisdom. So the latest thing in this research is developing a reading literacy assessment instrument that contains Sasak local wisdom. The contents of Sasak local wisdom include Sasak traditional houses, Sasak traditions and traditional arts, traditional games, as well as traditional Sasak food and clothing.

Based on the problems above, assessment activities have not been able to direct students to have high-level thinking skills, namely the ability to interpret, reflect and evaluate. This has an impact on reducing students reading literacy skills. Based on this background, this research aims to develop a reading

literacy assessment instrument containing local Sasak wisdom using testmoz

Method

The development model chosen is the ADDIE development model which consists of: (1) Analyze Design (3) Development (4) Implementation and (5) Evaluation. This research was conducted at SDN 33 Mataram which was carried out in the even semester of the 2023/2024 academic year. The subjects in this research were class V students at SDN 33 Mataram. The object of this research is the Minimum Competency Assessment Instrument for Reading Literacy Containing Sasak Local Wisdom. The data collection techniques used were questionnaires and tests. Data analysis, including validity and reliability analysis, and practicality analysis.

Logical validity analysis uses the validity percentage formula, and empirical validity uses the product moment formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}} \quad \ldots (1)$$

Reliability analysis uses the Cronbarch's Alpha formula:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum pq}{s^2}\right) \quad \ldots . (2)$$

Practicality analysis uses the practicality percentage formula. And effective analysis uses the One Sample T-test.

Result and Discussion

1. Analyze

Analysis is carried out with needs analysis and task analysis. At the needs analysis stage, a problem was discovered, namely that the assessment activities at SDN 33 Mataram had not yet reached the measurement of reading literacy skills. This has an impact on the reading literacy score of SDN 33 Mataram at the National AKM which is in the medium category. This means that less than 60% of students have reading literacy skills above the established standards.

Even though teachers already know that reading literacy and numeracy are mandatory and are used to implementing them in the learning process, including in classroom assessment activities at the elementary school level (Hidayati et al. 2023). However, the assessment instruments used by teachers are only limited to measuring rote and memory learning outcomes. Furthermore, Pratiwiningtyas et al., (2017) explained that the questions in the reading literacy instrument were prepared to encourage students' interest in reading, being able to find information and analyze the content of the reading, and then convey the content of the reading that had been read and plan the actualization of the values obtained in everyday life.

The second analysis is task analysis. Task analysis was carried out to determine the basic competencies that fifth grade elementary school students must achieve in the aspect of reading literacy skills. In this research, it was carried out by reviewing the design guidelines for developing AKM reading literacy questions belonging to the Ministry of Education and Culture. The reading literacy competency required by students is competence in processing a text by interpreting and integrating the information found, then evaluating and reflecting on the information (Sari and Sayekti 2022). The competencies and subcompetencies that need to be mastered by class V students are competencies and subcompetencies at level 3.

2. Design

The design of the minimum competency assessment instrument for reading literacy refers to the design guidelines for developing AKM questions or the AKM framework for the reading literacy section of the Ministry of Education and Culture. Each AKM instrument consists of three parts: stimulus, main instrument, and response instrument (answer choices/short answers/descriptions) (Purwati et al., 2021). The question stimulus is in the form of text that will be used to solve the problem in the question item. Question items are the description or manifestation of the question indicators that are presented in the question sentence. Answer choices as a form of response to the question item. Writing answer choices is adjusted to the form of the question. The design of the minimum competency assessment instrument for reading literacy containing Sasak local wisdom is contained in several stages:

a. Preparation of question grids

The grid is made in the form of a table, which in the table includes levels, content and context raised in the stimulus, reading literacy competency and details of sub-competencies to be measured, question item indicators, question form, question number, and number question. Content and context relate to the stimuli presented. Content is the type of text used, in this case consisting of two types of text, namely literary text and informational text. Meanwhile, context is the topic/theme that is raised in the stimulus, in this case it consists of three types, namely personal context, scientific context and socio-cultural context. Level (level) shows the level of thinking process in reading

literacy competency needed to solve the problem in the question. This level continues to increase according to grade level. Level 3 is intended for grades V and VI of elementary school, so that the level of thinking process required to solve problems in the questions is adjusted to the characteristics of the students in that class.

In the grid, basic competencies (level) are described into more specific sub-competencies. Sub-competencies are re-elaborated into question item indicators. The question item indicators are prepared by taking into account four components, namely A (audience), B (behavior), C (condition), and D (degree). Audience here means students, behavior is a change in behavior which in this case is related to the cognitive aspect of reading literacy competency which is described through operational verbs, condition means the conditions given to students which in this case is the provision of stimulus, and degree which means degree of student success. With the question indicators, each question item that will be formulated can reflect the competency measurement that will be measured. The total number of questions prepared was 30 questions with objective question types (multiple choice, complex multiple choice, matching, and true-false). The grid is used as a guide in writing questions at the next stage.

b. Determine The Stimulus

The stimulus consists of informational texts and literary texts containing local Sasak wisdom by highlighting scientific, personal and socio-cultural contexts. Stimuli are presented in the form of reading texts and posters sourced and modified from the internet as well as personal work.

c.

Each question item refers to the reading text (stimulus) that is presented. Of the 30 questions, they were divided into 13 questions with the competency level of finding information, 13 questions with the competency level of integrating and interpreting information, and 4 questions with the competency level of reflecting and evaluating texts. The format of the questions is also varied, there are 21 multiple choice questions, 3 complex multiple choice questions, 2 matching questions, and 4 true-false questions.

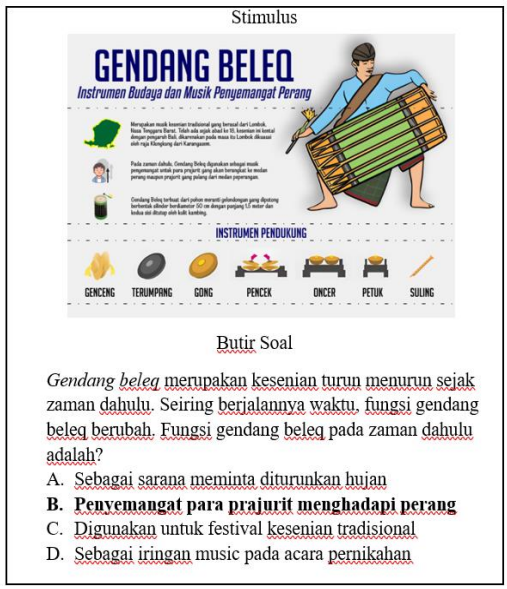


Figure 1. The design of instruments asessmen reading literacy

Based on the picture, you can see the appearance and layout of the stimuli and multiple choice questions as well as the answer choices. The stimulus is presented above the items (questions). The main question is stated clearly in the question items. Multiple choice questions have four answer choices written in descending order of four answer choices. The answer choices consist of answer choice a, answer choice b, answer choice c, and answer choice d.

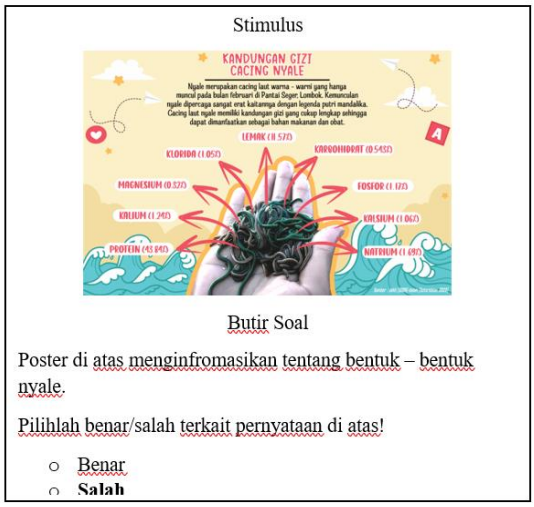
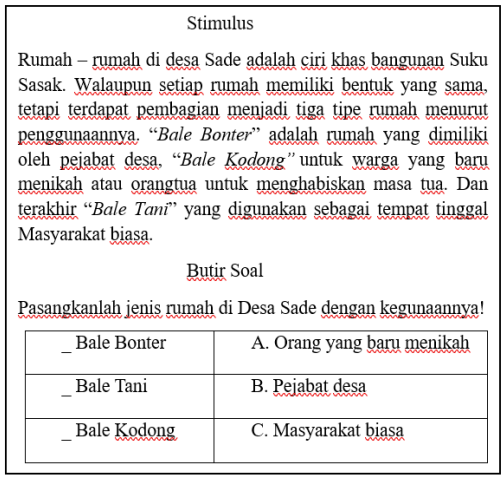


Figure 2. The design of instruments asessmen reading literacy

Based on the picture, you can see the appearance and layout of the stimulus and the true and false questions and the answer choices. The stimulus is presented above the items (questions). True and false questions are equipped with

statements whose truth must be assessed by students by linking them to the question item stimulus. The answer choices for true-false questions consist of two answer choices, namely the "right" answer choice and the "wrong" answer choice. The possible correct answer is the "correct" choice if the statement sentence matches the stimulus, and can be the "wrong" choice if the statement does not match the stimulus.



Stimulus

Rumah – rumah di desa Sade adalah ciri khas bangunan Suku Sasak. Walaupun setiap rumah memiliki bentuk yang sama, tetapi terdapat pembagian menjadi tiga tipe rumah menurut penggunaannya. "*Bale Bonter*" adalah rumah yang dimiliki oleh pejabat desa, "*Bale Kodong*" untuk warga yang baru menikah atau orangtua untuk menghabiskan masa tua. Dan terakhir "*Bale Tani*" yang digunakan sebagai tempat tinggal Masyarakat biasa.

Butir Soal

Pasangkanlah jenis rumah di Desa Sade dengan kegunaannya!

_ Bale Bonter	A. Orang yang baru menikah
_ Bale Tani	B. Pejabat desa
_ Bale Kodong	C. Masyarakat biasa

Figure 3. The design of instruments asessmen reading literacy

Based on picture, you can see the appearance and layout of the stimulus and matching questions and answer choices. The stimulus is presented above the items (questions). Matching questions are equipped with commands to solve the questions. The answer choices in the matching questions are in the form of premises and responses that must be paired by students according to the instructions. One premise is paired with one response.

d. Writing Work Instruction

Writing instructions for working on this question is done to provide direction on how to do it to avoid unwanted mistakes. The work instructions consist of five items that are clearly formulated. Instructions for working on the questions are located on the front of the minimum competency assessment instrument for reading literacy containing local Sasak wisdom. Students are required to read the work instructions first before starting to work on the questions.

e. Scoring Guideline

The scoring guideline for objective questions is to get a score of 1 if the answer is in accordance with the answer key or the answer is correct, and get a score of 0 if the answer is not in accordance with the answer key or the answer is wrong. The scoring guidelines are located outside the minimum competency assessment instrument containing Sasak local wisdom or stand alone.

3. Development

This stage was carried out by developing a reading literacy assessment instrument in the form of the Testmoz website and validating it by evaluation experts and language experts. The process of transferring the assessment instrument into testmoz form is carried out by following the steps on the testmoz website.

Furthermore, the reading literacy assessment instrument was validated and revised by evaluation experts and language experts. Following are the validation results by the two validators:

Table 1. Expert Evaluation Validation Results

Assessment Aspects	Score	Total Score	Percentage
Substansi	15	66	94,2%
Konstruksi	41		
Bahasa	10		

The percentage of achievement of validity of assessment instrument products validated by evaluation experts was found to be 94.2% in the very valid category.

Table 2. Language Experts Validation Results

Assessment Aspects	Score	Total Score	Percentage
Kelugasan	15	45	100%
Komunikatif	15		
Kesusaian dengan perkembangan peserta didik	5		
Kesesuaian dengan kaidah bahasa	10		

The percentage of achievement of validity of assessment instrument products validated by language experts was found to be 100% in the very valid category.

4. Implementation

At the implementation stage, the minimum reading literacy competency assessment instrument product containing Sasak local wisdom which was developed and validated by validators was tested to determine the practicality of the assessment instrument

product and carried out analysis of the items to determine the level of validity and reliability of the items empirically.

a. Group Trials

Group trials were carried out involving VA students and homeroom teacher of class VA. The group trial was carried out by working on a reading literacy assessment instrument containing local Sasak wisdom accompanied directly by the researcher, and providing guidance on how to take the test via testmoz. After completion, students provide a response in the form of an assessment regarding the product being developed. The following are the results of the students' responses:

Table 3. Group Trials Results

Aspek Penilaian	Skor Tiap Indikator	Skor Maks	Hasil Persentase
Tampilan	354	380	91,5%
Materi	169	190	
Bahasa	344	380	
Desain	268	285	
Keprak tisan	170	190	

Based on the results of group trials, it is known that the practicality presentation level of the reading literacy assessment instrument reached 91.5% in the very practical category.

Next, the class V homeroom teacher was asked to also provide an assessment of the minimum competency assessment instrument for reading literacy through a teacher response questionnaire to determine the practicality of the product.

Table 5. Teacher response result

Aspek Penilaian	Skor Tiap Indikator	Skor Maks	Hasil Persentase
Tampilan	24	25	97,8%
Materi	14	15	
Bahasa	30	30	
Desain	15	15	
Keprak tisan	10	10	

Based on the results of the class V teacher's assessment, it is known that the practicality presentation level of the reading literacy assessment instrument reached 97.8% in the very practical category. Assessment instrument assessment indicators include aspects of material/content, appearance, language, design and practicality.

b. Validity and Reliability

Next, students scores on the trial are used to analyze the questions to measure the level of validity and reliability empirically. Zulaiha (2012) stated in her research that item analysis was carried out to find out whether the questions were of good quality or not based on empirical data obtained through testing the questions.

Validity and Reliability are one of the main characteristics of a good assessment instrument (Ida & Musyarofah, 2021). Validity measurement uses the product moment formula using the SPSS 26 for Windows application, considering that the question is declared valid if the calculated r value is > r table (0.388) with (α) 5%, and (df= n-2).

Table 6. Empirical Validity of Questions Item

No. Soal	r Tabel	r Hitung	Kategori
1	0.3882	0,524	Valid
2	0.3882	0,428	Valid
3	0.3882	0,133	Tidak Valid
4	0.3882	0,744	Valid
5	0.3882	0,613	Valid
6	0.3882	0,512	Valid
7	0.3882	0,322	Tidak Valid
8	0.3882	0,428	Valid
9	0.3882	0,723	Valid
10	0.3882	0,389	Valid
11	0.3882	0,720	Valid
12	0.3882	0,634	Valid
13	0.3882	0,618	Valid
14	0.3882	0,044	Tidak Valid
15	0.3882	0,575	Valid

16	0.3882	0,599	Valid
17	0.3882	0,475	Valid
18	0.3882	0,783	Valid
19	0.3882	0,511	Valid
20	0.3882	0,397	Valid
21	0.3882	0,264	Tidak Valid
22	0.3882	0,552	Valid
23	0.3882	0,141	Tidak Valid
24	0.3882	0,501	Valid
25	0.3882	0,538	Valid
26	0.3882	0,144	Tidak Valid
27	0.3882	0,559	Valid
28	0.3882	0,155	Tidak Valid
29	0.3882	0,607	Valid
30	0.3882	0,494	Valid

Based on the calculation results, there are questions that are declared valid because the value r count>r table is question items number 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 , 20, 22, 24, 25, 27, 29, 30. Meanwhile, questions that have a value of r count<r table are declared invalid. The question items that were declared invalid were question items number 3, 7, 14, 21, 23, 26, 28.

Reliability measurement uses the Cronbarch's Alpha calculation formula using the SPSS 26 for Windows application. The question items whose reliability is measured are only those that have been declared valid so that the question items in the reliability testing total 23 questions.

Table 6. Reliability Statistic Result

Reliability Statistics

Cronbach's Alpha	N of items
.899	23

The results of the reliability test of the reading literacy assessment instrument obtained a reliability value of 0.899 which is included in the criteria interval of 0.70<r11≤0.90 in the high reliability category.

c. Imlementation in actual class

After the question items are declared valid, reliable and practical, then the minimum competency assessment instrument for reading literacy is applied to the actual class, namely class VB. There are 23 questions in the assessment instrument. Implementation activities were carried out in groups due to limited use of laptops.

5. Evaluation

The purpose of the evaluation stage is to determine the use of the product in the learning assessment process (Qurniawan et al., 2023). At this stage, an evaluation assessment is carried out to see the effectiveness of the assessment instrument by working on questions that have been declared valid and reliable, totaling 23 questions. The distribution of student scores on valid questions is as follows:

Table 7. Student's reading literacy results

Nama	Nilai
Nila tertinggi	95,65
Nilai terendah	30,43
Rata - Rata	67,93

Student scores will be tested using the T test to determine the effectiveness of the product being developed.

a. Normalitas Test

Before carrying out the effectiveness test, student score data is subjected to a prerequisite test, namely the normality test using the Kolmogrov-Smirnov formula. The following are the results of normality test calculations with SPSS 26 for Windows:

Table 8. Test of Normality results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Literasi Mmebaca	.115	24	.200*	.933	24	.111

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table of normality test calculation results on student score data using the Kolmogrov-Smirnov test above, it can be seen that the significance value was 0.200. These results show that the significance value is > 0.05. So it can be

concluded that the data on students' reading literacy results is normally distributed.

b. One Sample T-Test

Effectiveness testing uses an experimental design, by comparing the average student score with the test value. Test value is a standard value that has been set to state that students have proficient reading literacy skills.

One-Sample Test

	Test Value = 50					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Hasil Literasi Membaca	4.285	23	.000	17.93478	9.2758	26.5938

The results of the effectiveness test use the T One Sample Test calculation formula, namely obtaining a significance value of 0.000, where the Sig value is <0.05. The interpretation that can be taken is that there is a difference in the average reading literacy score of students with the test value that has been determined. So it can be concluded that the use of the minimum competency assessment instrument for reading literacy containing Sasak local wisdom is effectively used to assess reading literacy competency.

Conclusion

Based on the development process and trial results of the minimum competency assessment instrument for reading literacy containing Sasak local wisdom for class V students at SDN 33 Mataram, the following conclusions can be drawn: 1) This development went through five stages, namely analyzing the need for the assessment instrument. not yet accommodating student reading literacy assessments, design, designing products by making grids, writing question items, determining answer keys, and making scoring guidelines, development (development) developing designs by entering question items into an online test called testmoz and carrying out validation with experts in the field, implementation of trials in small groups and large groups as well as analyzing test items from the test score results, and evaluation assessing and summarizing the test results in the previous stages. 2) The results of expert evaluation validation carried out with evaluation expert lecturers obtained an average percentage of 94.2% in the "Very Valid" category. The results of expert linguist validation carried out with linguist expert lecturers obtained an average percentage of 100% in the category " Very Valid". The results of the analysis of the questions, by carrying out a validity test using product moment calculations, resulted in 23 valid questions because they had a value of rcount>rtable, and 7 questions were invalid because the value of rcount<rttable. Calculation of reliability using the Cronbarch's Alpha formula with a coefficient of 0.899 in the high reliability category. 3) The results of teacher responses carried out by class V teachers obtained an average percentage of 97.8% with the category "Very Practical". Results of the percentage of student responses in the trial results with a percentage of 91.5% in the "Very Practical" category. The results of the effectiveness test had a significance value of 0.000<0.05, with an effective interpretation for assessing students' reading literacy abilities. Overall, the results of the research on the development of minimum reading literacy competency assessment instruments containing Sasak local wisdom is very suitable for use in assessment activities because the results of the development in the valid, reliable, practical and effective categories are applied to assess students reading literacy abilities.

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