

PENGEMBANGAN INSTRUMEN MULTILITERASI BAGI SISWA SEKOLAH DASAR DI GUGUS VIII KECAMATAN BULELENG

Oleh

Ni Putu Putri Budiastini, NIM. 1911031030

Program Studi Pendidikan Guru Sekolah Dasar

ABSTRAK

Penelitian ini bertujuan menghasilkan instrumen yang mampu mengukur multiliterasi siswa SD di Gugus VIII Kecamatan Buleleng dilihat dari validitas, reliabilitas, dan karakteristik butir instrumen. Penelitian ini merupakan penelitian pengembangan dengan adaptasi model pengembangan instrumen oleh Retnawati yang memiliki 9 tahapan. Populasi penelitian ini adalah 572 siswa kelas tinggi SD Gugus VIII Kecamatan Buleleng. Sampel diambil dengan teknik *proportionate Stratified random sampling* dan diperoleh sampel yaitu siswa kelas IV, V, VI dengan jumlah 235 orang. Metode pengumpulan data menggunakan angket dan tes objektif pilihan ganda dengan empat pilihan jawaban. Data hasil penelitian dianalisis dengan teknik analisis deskriptif kualitatif dan kuantitatif. Hasil analisis data diperoleh: (1) penilaian 4 ahli menunjukkan 60 butir soal memperoleh perhitungan validitas isi dengan kategori “Sangat Valid” melalui rumus CVI dan CVR, sementara validitas secara empirik melalui uji coba didapatkan 18 butir gugur dan 42 butir valid, (2) penilaian berdasarkan hasil uji coba kepada subyek penelitian memperoleh perhitungan KR-20 reliabilitas 0,94 dengan kriteria “Sangat Tinggi”, (3) perhitungan daya pembeda dengan kualifikasi “Sangat Baik” sebanyak 30 butir, “Baik” sebanyak 7 butir, “Cukup Baik” sebanyak 6 butir, “Kurang Baik” sebanyak 12 butir, dan 5 butir dengan kualifikasi “Buruk”, (4) perhitungan tingkat kesukaran terdapat 4 butir soal yang memiliki kategori “Sukar”, 41 butir soal yang memiliki kategori “Sedang”, dan 15 butir soal yang memiliki kategori “Mudah”. Akhirnya, dari 60 butir instrumen multiliterasi yang dinilai dan diujicobakan terdapat 18 butir yang tidak memenuhi kriteria, sehingga sebanyak 42 butir yang dipakai dalam merakit instrumen multiliterasi.

Kata Kunci: instrumen, multiliterasi, literasi dasar

ABSTRACT

This study aims to produce an instrument that is able to measure the multiliteracy of elementary school students in Cluster VIII, Buleleng District, in terms of the validity, reliability, and characteristics of the instrument items. This research is a development research with an adaptation of the instrument development model by Retnawati which has 9 stages. The population of this study was 572 high school students at SD Gugus VIII, Buleleng District. The samples were taken using proportionate stratified random sampling technique and the samples were obtained, namely students in grades IV, V, VI with a total of 235 people. Methods of data collection using questionnaires and multiple choice objective tests with four answer choices. Research data were analyzed using qualitative and quantitative descriptive analysis techniques. The results of data analysis obtained: (1) the assessment of 4 experts showed that 60 items obtained content validity calculations in the "Very Valid" category through the CVI and CVR formulas, while empirical validity through trials obtained 18 items failed and 42 items were valid, (2) assessment based on test results on research subjects obtained KR-20 reliability calculations of 0.94 with "Very High" criteria, (3) differentiating power calculations with "Very Good" qualifications of 30 points, "Good" of 7 points, "Good Enough" as many as 6 items, "Not Good" as many as 12 items, and 5 items with "Poor" qualifications, (4) calculating the level of difficulty there are 4 items that have the category "Difficult", 41 items that have the category "Medium", and 15 items that have the category "Easy". Finally, of the 60 multiliteracy instruments that were assessed and tested, 18 items did not meet the criteria, so that as many as 42 items were used in assembling the multiliteracy instruments.

Keywords: *instrument, multiliteracy, basic literacy*

