

ABSTRAK

Priyandaka, Andik. 2026. *Kemampuan Guru dan Peserta Didik dalam Menyelesaikan Soal Literasi pada Asesmen Nasional Berbasis Komputer (ANBK) di Gugus Gonggang Kecamatan Poncol Kabupaten Magetan*. Tesis. Program Studi Magister Bahasa Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun.

Kata kunci: kemampuan guru, kemampuan peserta didik, literasi membaca, ANBK, AKM

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan literasi membaca dalam Asesmen Nasional Berbasis Komputer (ANBK) serta masih ditemukannya variasi kemampuan guru dan peserta didik dalam menyelesaikan soal literasi berbasis ANBK. Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan guru dalam menyelesaikan soal literasi ANBK, mendeskripsikan kemampuan peserta didik dalam menyelesaikan soal literasi ANBK, serta mengidentifikasi faktor-faktor yang memengaruhi kemampuan guru dan peserta didik dalam menyelesaikan soal literasi ANBK di Gugus Gonggang Kecamatan Poncol Kabupaten Magetan.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Lokasi penelitian berada di Gugus Gonggang Kecamatan Poncol Kabupaten Magetan yang meliputi SD Negeri Gonggang 1, SD Negeri Gonggang 2, SD Negeri Gonggang 3, dan SD Negeri Gonggang 4. Subjek penelitian terdiri atas guru kelas, peserta didik kelas V, dan kepala sekolah. Teknik pengumpulan data dilakukan melalui tes literasi berbasis ANBK, wawancara, dan dokumentasi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data diperoleh melalui triangulasi sumber, triangulasi teknik, dan member check.

Hasil penelitian menunjukkan bahwa kemampuan guru dalam menyelesaikan soal literasi ANBK berada pada kategori baik. Guru memiliki kemampuan yang baik dalam menemukan informasi, memahami informasi, dan mengintegrasikan informasi, namun masih mengalami kesulitan pada aspek merefleksi dan mengevaluasi informasi yang menuntut kemampuan berpikir tingkat tinggi (Higher Order Thinking Skills/HOTS). Faktor-faktor yang memengaruhi kemampuan guru meliputi kebiasaan membaca, pengalaman mengajar, pemahaman terhadap karakteristik soal ANBK, partisipasi dalam pelatihan, ketersediaan sumber belajar, dan dukungan lingkungan sekolah. Adapun kemampuan peserta didik dipengaruhi oleh minat baca, kebiasaan membaca, dukungan keluarga, kualitas pembelajaran literasi, lingkungan sekolah, dan ketersediaan bahan bacaan.

Simpulan penelitian ini menunjukkan bahwa kemampuan guru yang baik dalam memahami karakteristik soal literasi ANBK berkontribusi terhadap keberhasilan pembelajaran literasi peserta didik. Oleh karena itu, diperlukan penguatan budaya literasi, peningkatan kompetensi guru melalui pelatihan berkelanjutan, serta pembelajaran yang berorientasi pada pengembangan kemampuan berpikir kritis dan HOTS untuk meningkatkan capaian literasi peserta didik.

ABSTRACT

Priyandaka, Andik. 2026. Teacher and Student Ability to Solve Literacy Questions on the Computer-Based National Assessment (ANBK) in the Gonggang Cluster, Poncol District, Magetan Regency. Thesis. Master's Program in Indonesian Language, Graduate School, Universitas PGRI Madiun.

Keywords: teacher ability, student ability, reading literacy, ANBK, AKM

This research is motivated by the importance of reading literacy skills in the Computer-Based National Assessment (ANBK) and the continued variation in teacher and student abilities in solving ANBK-based literacy questions. The purpose of this study is to describe teacher abilities in solving ANBK literacy questions, describe student abilities in solving ANBK literacy questions, and identify factors influencing teacher and student abilities in solving ANBK literacy questions in the Gonggang Cluster, Poncol District, Magetan Regency.

This study uses a qualitative approach with a descriptive approach. The research location was in the Gonggang Cluster, Poncol District, Magetan Regency, encompassing Gonggang 1, Gonggang 2, Gonggang 3, and Gonggang 4 Elementary Schools. Subjects included classroom teachers, fifth-grade students, and the principal. Data collection included an ANBK-based literacy test, interviews, and documentation. Data analysis employed the Miles and Huberman interactive model, encompassing data reduction, data presentation, conclusion drawing, and verification. Data validity was achieved through source triangulation, technical triangulation, and member checking.

The results showed that teachers' ability to solve ANBK literacy questions was in the good category. Teachers had good abilities in finding, understanding, and integrating information, but still experienced difficulties in reflecting on and evaluating information, which requires higher-order thinking skills (HOTS). Students' abilities were in the fair category. Students were able to find and understand information contained in texts, but still experienced difficulties in integrating, reflecting on, and evaluating information. Factors influencing teacher competence include reading habits, teaching experience, understanding of the characteristics of ANBK questions, participation in training, availability of learning resources, and school environmental support. Student competence is influenced by reading interest, reading habits, family support, the quality of literacy instruction, the school environment, and the availability of reading materials.

The conclusion of this study indicates that teachers' strong understanding of the characteristics of ANBK literacy questions contributes to the success of student literacy learning. Therefore, strengthening a culture of literacy, improving teacher competence through ongoing training, and orienting learning toward the development of critical thinking skills and HOTS are necessary to improve student literacy achievement.