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Enhancing Authentic Assessment Through Pedagogical Competence: Insights from Indonesian Language Teachers in Riau

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ABSTRACT

The main aim of this study was to investigate the relationship between authentic assessment and pedagogical competence. Pedagogical competence is important because it includes all indicators in the learning process, starting from learning planning, learning process, assessment and evaluation. If teachers master pedagogical competence well, the resulting authentic assessment process will be more objective and better. This research was tested using descriptive quantitative method with simple linear correlation method. The subject of this research is high school teachers in Riau Province with a sample of 98 Indonesian language teachers. The technique used was a research questionnaire to measure authentic assessment and teachers' pedagogical competence. Then it was analysed using SPSS application. We found that pedagogical competence has a positive effect of 75.2% on authentic assessment. This means that if teachers have good pedagogical competence, it will be easier for teachers to carry out authentic assessment, the more pedagogical competence teachers have, the more optimal the results of authentic assessment will be. This research has strong implications for the development of meaningful authentic assessment for learners.

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1. INTRODUCTION

Education is a process of increasing knowledge, skills and abilities and developing the potential and moral values of students. Sujana (2019) explains that the main purpose of education is to achieve the goals of the indicators determined in the curriculum to be implemented in the learning process, Lazwardi (2017) explains that success in the learning process can be seen from the achievement of learning outcomes or achievements achieved by students. The learning outcomes can be measured in the assessment process, this assessment is important because it determines the ability of students to pass or fail in achieving the learning indicators. This assessment is the most important part in

determining the success of learning in order to measure the achievement of competences. Over time, the assessment system always changes with the times. The assessment agreed in the 2013 curriculum is authentic assessment.

According to Sani (2022), authentic assessment is a form of assessment that prioritises the development of competence and demonstrates students' ability to deal with problems in everyday life or in the learning process. This statement is in line with Abdillah, Sulton, & Husna (2021) who say that authentic assessment is important to be applied in the learning process that can guide participants to be able to maximise the competence of attitudes, knowledge and skills in using their skills to solve problems in life. In line with what Nisrokha (2018) said, authentic assessment emphasises the assessment system by requiring a variety of approaches in solving problems, so in the implementation of this authentic assessment, students are expected to apply it in their own lives. Fauziah, Alawiyah, & Ruslan (2016) explained that teachers must carry out in detail, starting from attitudes and behaviours to a comprehensive understanding of students, teachers must carry out the assessment process along with the process of teaching and learning activities. The problem investigated in this study is that language teachers still experience obstacles and barriers in implementing authentic assessment during the learning process. This research seeks to provide language teachers with training in the development of tools.

Authentic assessment is the process of assessing student learning outcomes, assessment aims to determine the ability of students to obtain information about learning. A very important component in the assessment process is the role of the teacher in designing, planning and assessing student learning outcomes, the assessment process is developed by the teacher in accordance with curriculum developments. Authentic assessment is the main thing that needs to be considered in the activity of assessing the learning process in relation to the things that are assessed in accordance with the indicators and learning objectives. Furthermore, the development of learning indicators is used as an assessment tool in accordance with the requirements of the competences in the curriculum standards. Another thing related to the assessment instrument prepared by the teacher is still not optimal to be used as an appropriate authentic assessment tool to measure the learning done.

According to Siregar (2018), authentic assessment requires students to demonstrate their knowledge, skills, and strategies by creating answers or products, thus making learning student-centred to achieve the main objectives of the curriculum, which is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and able to contribute to community life, nation, state, and world civilisation. According to Ilmiwan, Festiyed, & Usmeldi (2019), authentic assessment aims to measure the progress and development of learning outcomes achieved by students periodically according to the learning outcomes designed in the form of cognitive, affective, and psychomotor assessments that are integrated with each other so that the results obtained are valid, practical, and effective.

Kemendikbud & Abduh (2019) explain that authentic assessment is an enhanced assessment that provides ample opportunities for students to apply the attitudes, knowledge, and skills they already possess in the form of tasks. The results of authentic assessment can then be used by educators to plan remedial, enrichment or guidance programmes. It can also be used as material for improving the learning process in line with the Standards for Educational Assessment.

Hakim (2015) found that authentic assessment is still problematic among teachers at the senior secondary level in terms of implementing authentic assessment. Then, the application of assessment has to be done in relation to the learning process, which makes the teaching and learning process less

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effective. Therefore, the author is interested in examining the issue of authentic assessment by including pedagogical competence. In the government regulation of the Republic of Indonesia No. 74 of 2008 that to be a professional teacher, you must have pedagogical competence. Because pedagogical competence is the ability to manage student learning, including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to maximise their potential.

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Tyagita & Iriani (2018) explained that pedagogic competence is a framework for teachers to continuously develop their learning professionalism. Kurniawan & Astuti (2017) revealed that in pedagogical competence, teachers must have basic abilities such as understanding students, compiling and planning learning, implementing learning according to regulations, evaluating the process and results of students' learning, and being able to develop students' potential.

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In the era of rapid development of knowledge and technology, the presence of pedagogical competence is increasingly important in the world of education to achieve various aspects such as cognitive, affective and psychomotor students. Ghufron (2018) argues that if teachers do not have a good pedagogical record, their skills in providing knowledge can be replaced by artificial intelligence. With the development of technology, all knowledge can be accessed through chat-GPT, which is based on artificial intelligence. Therefore, a teacher must have the ability to teach or pedagogical competence to be able to produce a quality learning process in building a superior generation. Russamsi, Hadian, & Nurlaeli (2020) explain that in addition to improving the quality of learning, this pedagogical competence must also be able to create new ideas and concepts and increase teacher innovation in the implementation of learning. The achievement of student learning outcomes is highly dependent on teachers' ideas, imagination and innovation in the implementation of learning. So this pedagogical competence is very important to produce effective learning.

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Pedagogical competence is important for teachers to have in order to understand the role of teachers as educators who are able to enhance the potential of students, to create space for students to participate in learning and to encourage students to gain experience in the learning process. This pedagogical competence leads teachers to understand that learning is not only focused on the teacher (teacher centre), but that they must be able to create space for students to be creative in the learning process.

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Based on the background described by the researcher, it can be said that this research discusses the development of authentic assessment: Engaging the Pedagogical Competence of Indonesian Language Teachers in Riau Province. This research is in line with the research conducted by previous authors. The first research was conducted by Susanti (2017), in the study, Titik Susanti examined the correlation between pedagogic competence and personality competence in authentic assessment, this research was conducted in UPT Education Laweyan District with a sample of 15 teachers with a questionnaire of 75 items. The results show that pedagogical competence has a significant effect on authentic assessment and obtained a result of 15,000 with a significance of 0.00.

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The second study was conducted by Fiestawa (2017), which examined the effect of teachers' pedagogical competence in implementing authentic assessment on social studies learning outcomes in the 2013 curriculum. This study examines how pedagogical competence affects the implementation of authentic assessment. The results show that teachers' pedagogical competence in implementing authentic assessment is related to and has a positive effect on students' learning outcomes. Therefore, the authors conducted this study to test and analyse the effect of pedagogical competence on authentic assessment of Indonesian language teachers in Riau Province.

2. METHODS

This research is quantitative research, quantitative research is a method that uses the process of collecting and analysing numbers with numerical measurements Yam et al. (2022). This study uses the correlation method, which is to test the relationship between pedagogical competence and authentic assessment, this correlation aims to test the amount of influence that teachers have when they have good pedagogical competence in implementing authentic assessment. This research was conducted on Indonesian language teachers in Riau Province.

The samples used in this study were Indonesian language teachers in high schools in Pekanbaru city, both private and public schools, a total of 98 Indonesian language teachers. The sampling technique used was purposive sampling, purposive sampling is sampling based on characteristics that are in accordance with the research objectives, in this study, the sample selected was each representative of Indonesian language teachers in each public and private schools in Pekanbaru City, Riau Province.

The data collection technique used was a questionnaire completed by Indonesian language teachers. This instrument was prepared by the researcher based on the theory constructed to measure two variables, namely pedagogical competence and authentic assessment. The scale used to measure and evaluate the answers given by the respondents is very good (SB) with a value of 5, fairly good (CB) with a value of 4, good (B) with a value of 3, less good (KB) with a value of 2, and finally not good (TB) with a value of 1. The total number of statements used in the instrument was 40 statements for authentic assessment and 42 statements for pedagogical competence. The data analysis technique used in this research is simple linear regression technique, which is the process of analysing the relationship between pedagogical competence and authentic assessment in a linear way to test the increase or decrease of authentic assessment results. The analysis technique was used using the SPSS version 26 application, for the sake of clarity the instrument can be described in the table below.

Table 1. Statement instrument

Variabel	Code	Form of Statement	Source
Pedagogical competence (Variable X)	X1.1	Memahami peserta didik	
	X1.2	Merancang dan mengelola pembelajaran	
	X1.3	Melaksanakan pembelajaran	(Akbar, 2021)
	X1.4	Melaksanakan evaluasi	(Sari, 2014)
	X1.5	Pengembangan peserta didik	
Authentic assesment (Variable Y)	Y1.1	Penilaian portofolio	Widiyanti,
	Y1.2	Penilaian proyek	Pitoewas, &
	Y1.3	Penilaian kinerja	Nurmalisa (2019)
	Y1.4	Penilaian produk	(Pianda, 2018)

In the next step, this instrument was given to all high school teachers in Riau Province. The questionnaire was distributed from 13 August to 24 August 2024. This instrument was distributed through 2 stages in the online and offline process, the offline process was carried out directly by the teachers when conducting subject consultations at SMAN 2 Pekanbaru on 24 August 2024, while the online process started from July to the end of August. Then, after the researchers got the respondents, they started the next stage of testing the validity and reliability of the questionnaires filled by the respondents, the following is the description:

Table 2. Validity and reliability test

Variable	Instrument	Correlated Item Total Correlation	Cronbach Alpha	Table r	Description
Pedagogical competence (X)	X1.1	.803	.980	.1966	Valid dan reliable
	X1.2	.868	.980	.1966	Valid dan reliabel
	X1.3	.836	.980	.1966	Valid dan reliable
	X1.4	.657	.980	.1966	Valid dan reliable
	X1.5	.830	.980	.1966	Valid dan reliable
Autentic assesment (Y)	Y1.1	.812	.976	.1966	Valid dan reliable
	Y1.2	.833	.976	.1966	Valid dan reliable
	Y1.3	.738	.976	.1966	Valid dan reliable
	Y1.4	.793	.976	.1966	Valid dan reliabel

Based on the table above which has been tested for validity and reliability, it can be seen that all teachers say good. the statement can be declared valid there is a correlated item total correlation greater than the r table so the instrument is declared valid. Then the items that have been tested for validity will be tested for reliability, how to find out the reliability is if CA (Cronbach alpha) is greater than 0.6 then the instrument is reliable. Then at the normality test stage the data obtained Sig. (2-tailed) .104 and this figure is greater than > 0.05 which means that the data is normally distributed at 5% level. Then the next data test was carried out using simple linear regression techniques to determine the relationship and the amount of influence obtained by pedagogical competence on authentic assessment.

FINDINGS AND DISCUSSION

3.1. Findings

3.1.1. Hipotesis Test

In this hypothesis test is to read the prediction results of the data that has been obtained, these results can be seen in the following coefficient table:

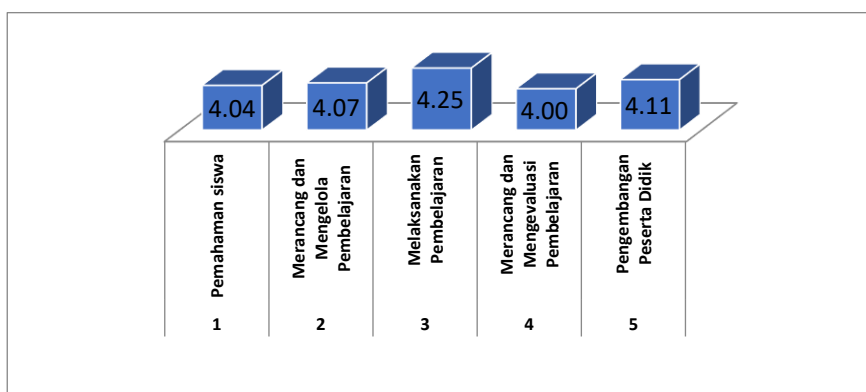
Tabel 3. Hipotesis test

Model	t	Sign.
(Constant)	3.597	.001

Pedagogical competence	17.134	.000
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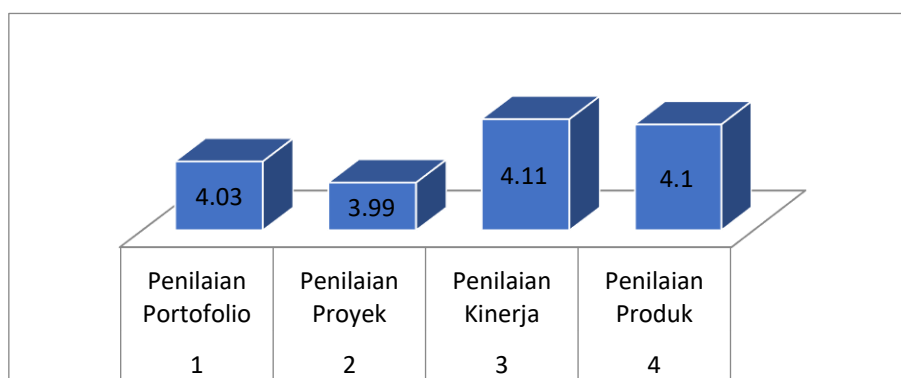
Based on Table 3, the hypothesis is tested if the t-count value is greater than the t-table or significantly less than 0.05, which means that the hypothesis is accepted. This shows that the t-count value is greater than the t-table, namely (17.134 > 1.98447) or the sig value. 0.000 < 0.05 means that the hypothesis can be accepted, which means that pedagogical competence has a significant effect on the development of authentic assessment of Indonesian language teachers in Riau Province.

Diagram 1. Average score pedagogical competence of Indonesian language teachers



Based on the table above, we can see the results of the average value of pedagogical competence owned by high school teachers in Riau Province, this scale is calculated with a value of 1 to 5, all values owned by Indonesian high school teachers have a value above 4.00, which means that the value of teachers' pedagogical competence in all aspects of the assessment has a very good level of understanding. The highest value is in the aspect of implementation of learning, which means that these Indonesian language teachers have high enthusiasm in carrying out the learning process, in carrying out the learning, these teachers interact directly with students, this can certainly create a conducive learning atmosphere and apply good assessment.

Diagram 2. Average score authentic assessment of Indonesia language teachers



The graph above shows the level of understanding of the teachers in implementing the authentic assessment process. Using the same scale, 98 of the responding teachers are superior in performance assessment, which means that teachers use real performance in giving instructions to students, teachers have special skills needed by students in completing tasks and understanding the material provided. Based on the two graphs of the average scores obtained by the teachers, the researchers can

conclude that the higher the value of pedagogical competence possessed by high school Indonesian language teachers in Riau Province, the better the score obtained in authentic assessment. Other assessment results will also be the same, if the teacher uses all aspects of pedagogical competence, then the authentic assessment results will be obtained.

3.1.2. Results of the influence of pedagogical competence on authentic assessment

Tabel 4. coefficient of determination of pedagogical competence variables on authentic assessment

Correlation R	R Square	Persentase (%)	Adjusted R Square	Standard Error of the Estimate
.867	.752	75,2%	.749	18.280

Based on Table 4 above, it can be seen that pedagogical competence affects the authentic assessment of Indonesian language teachers in high schools in Pekanbaru City. This can be seen from the R-squared value of 0.752, which means that pedagogical competence influences 75.2% of the authentic assessment of Indonesian language teachers in Pekanbaru City, Riau Province, while the remaining 24.8% of the authentic assessment is influenced by other factors. Then there is an R value of 86.7% of the resulting influence on authentic assessment when pedagogical competence is applied in the implementation of learning by Indonesian language teachers, meaning that if this pedagogical competence is maximally applied by Indonesian language teachers in Pekanbaru City, Riau Province, it will have a very large influence that will be generated in the authentic assessment process.

Based on the researcher's findings, it was concluded that the figure obtained was 75.2% of the influence of Indonesian language teachers' pedagogical competence on the authentic assessment process. According to Suciana (2018), pedagogical competence concerns: how to understand students, being able to plan and implement learning well, and being able to develop the potential interests and talents possessed by students. All aspects of the pedagogical competences that teachers need to possess can influence the success of the authentic assessment process. The teacher's ability to understand students can achieve the cognitive aspects of increasing knowledge and processing students' critical thinking skills in the learning process. The teacher's ability to design and implement the learning process well will be able to achieve the psychomotor aspects of students in achieving and maximising their abilities so that they can be applied in everyday life. This statement was underlined by Priambudi (2024) who said that the better the quality of pedagogical competence, the better the results in achieving learning objectives.

3.2. Discussion

The hypothesis in this study is to connect 2 variables of pedagogical competence and authentic assessment, the object of research is high school teachers in Riau Province. In practice in the field, teachers who have good pedagogical competence will also produce good products and skills. This is in line with the objectives of authentic assessment, which must assess all aspects of both cognitive, affective and psychomotor, said by Irianto, Herlambang, Yunansah, Mulyati, & Setiawan (2021) In this case, it is very necessary for teachers to have good quality in order to produce young people who have the ability to think critically and the ability to think creatively, which of course can be achieved if the teacher has good pedagogical competence. Kelter et al. (2021) found that in order to create good pedagogical practice, teachers need to give more roles to students. Teachers practise dialogue in the

4 performance of tasks by students and provide opportunities for students to be more active in the learning process. There are many factors other than pedagogical competence that need to be fulfilled in order to carry out authentic assessment, but it is primarily this pedagogical aspect that needs to be fulfilled in order to achieve maximum results.

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This pedagogical competence is a competence that includes the teacher's ability to manage learning from the stage of preparing learning, preparing lesson plans, implementing learning properly to the stage of assessing and evaluating learning outcomes. This is in line with the view Nurhafizah, Sripatmi, Subarinah, & Hayati (2021) that pedagogical competence is the teacher's ability to manage learning which includes understanding students, planning and implementing learning, evaluating and developing the potential interests and talents of students. Setiawan, Sudrajat, Aman, & Kumalasari (2021) said that the assessment of learning in the current curriculum includes 1) knowledge with written tests, observations and assignments, 2) skills with performances, projects, products, portfolios and 3) attitudes with observations, self-assessment and journals and all these aspects are related to one of the teacher's competencies, namely pedagogy, where teachers must understand students, design and manage learning and be able to develop students' abilities, this can cover all aspects needed in authentic assessment. Hermawan, Amri, & Sodiq (2022) conducted a case study at SMAN 10 Malang, in the case study applied teacher performance skills, projects and teacher products to produce authentic psychomotor assessment.

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Referring to the research conducted by previous researchers (Susanti, 2017), the effect obtained by pedagogical competence on authentic assessment is 15,000 with sig. 0.000, with a statistical calculation of $\chi^2_{15,000} > 3,841$, the hypothesis is accepted. Then, the results of the research conducted by (Fiestawa, 2017) also get the same results that pedagogical competence has a positive effect on authentic assessment. The positive effect of pedagogical competence is because there is an assessment process and skills in carrying out authentic assessment by Indonesian language teachers, and this is consistent with the process carried out in authentic assessment. Both previous studies focused on the subject of primary school teachers, the essence of this authentic assessment is more difficult to implement at the secondary level. This is because the process of scientific study at the secondary level is more in-depth and, of course, requires teachers to have additional skills in the application of pedagogical skills in order for the authentic assessment process to run optimally.

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Syaifuddin (2020) research revealed that the development of teachers' authentic research in completing tasks still lacks time, so the expected outcomes have not reached optimal assessment accuracy. The results of his research show that 48% of teachers face obstacles due to limited time, facilities and infrastructure, material that is too difficult, different abilities and characters of students. This is, of course, in line with the findings of researchers who have developed authentic assessment using the teacher's pedagogical competence approach, which has had a major impact on authentic assessment. Tambak, Sukenti, Hanafi, Rianawati, & Amril (2022) showed that the development of pedagogical competence is based on social cognitive theory, it is possible that the increase in pedagogical competence is based on teacher experience, so the more experienced a teacher is, the greater the influence of his pedagogical competence on the results of authentic assessment.

This study found a strong influence of pedagogical competence on teachers' authentic assessment. Pedagogical competence has an effect of 75.2%, which means that as the teacher's pedagogical competence increases, the authentic assessment results will improve, while conversely, as the teacher's pedagogical competence decreases, the quality of the teacher's assessment results will also decrease. The remaining 24.8% of authentic assessment is influenced by other factors. Ajjawi, Tai, Jorre, & Johnson (2021) revealed in their book that there is no single way to approach authentic assessment, when conducting authentic assessment it is important to consider other factors such as

the impact on education and the effectiveness of implementing learning in order to produce authentic assessment. Zulfadilla & Sukenti (2024) explain that there are other factors that also affect authentic assessment, namely the social competence factor of the teacher, the study shows that social competence affects 29.6% of authentic assessment results. However, this study was only measured using the results of measures given by teachers to test pedagogical competence and authentic assessment, which also involved and used many data sources that researchers found to measure this. then the sample size used was relatively small and was only carried out in schools in Riau province, especially the city of Pekanbaru, which means that there may be limitations in the findings that researchers found, meaning that this research cannot be generalised as findings for all Indonesian language teachers. Of course, the hope for future research is to be able to expand the concept of these findings either by expanding the number of samples or the theory in determining the magnitude of these findings. This research can be continued at a later stage, for example by applying this research to other regions and different subjects. It is the researcher's hope that the application of these pedagogical competencies can be implemented so that we can maximise authentic assessment in achieving future educational goals.

CONCLUSION

Based on the findings of this study, pedagogical competence is important because it involves many aspects that teachers need to fulfil in order to achieve learning objectives. Various researchers have stated that pedagogical competence is closely related to the learning process, pedagogy is the main competence that teachers must have in learning to be able to apply all components including aspects of student understanding in receiving material, principles of managing learning, conducting evaluations and sustainable learner development. The results of this study are expected to increase the awareness of teachers to master and understand pedagogical competencies well in order to achieve learning success both physically and psychologically. In addition, it is expected that Indonesian language teachers will be able to master pedagogical competence better by conducting training programmes or technical guidance to improve the teaching profession in the future.

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Conflicts of Interest: -

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