

Professional Competence and Its Positive Influence on Authentic Assessment Skills: A Study of Indonesian Language Teachers at MTS Pekanbaru City

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ABSTRACT

Professional competence in the ability to manage authentic assessments is very necessary in the learning process because the implementation of learning outcomes assessments by educators is a form of implementation of educators' professional duties. However, many educators who already have professional teaching certificates are not able to carry out authentic assessments optimally. This research aims to examine the influence of professional competence on the authentic assessment skills of Pekanbaru City MTS Indonesian language teachers. This type of research is quantitative with correlational methods. The population in this study were Indonesian MTS teachers in the city of Pekanbaru. The sample was taken randomly with a total sample of 52 teachers using a simple random sampling technique which was carried out to minimize bias and the population had the same opportunity and probability of being selected. Data collection techniques are questionnaires, documentation and observation. The research instrument is a questionnaire that has been validated by a validator, namely a lecturer in Indonesian Language and Literature, Riau Islamic University. The analysis used is validity, reliability and prerequisite tests. Hypothesis testing was carried out using a correlation test with the help of the SPSS version 25 program. The research results showed that professional competence had a positive and significant influence on authentic assessment skills with a correlation test result of $R = 0.678$. This means that professional competency abilities in this research influence authentic assessment skills by 67.8%, while the remaining 32.2% is influenced by other factors. It was concluded that the professional competence possessed by Indonesian language teachers at MTS Pekanbaru city, which is characterized by the ability to master material, develop material creatively, and develop professionalism continuously has an influence on authentic assessment skills consisting of attitude, cognitive and psychomotor. The implication of the research is that teachers can improve their professional skills so they can carry out authentic assessments in the implementation of teaching to maximize the development of students' critical thinking skills, in order to face the challenges of the 21st century.

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1. INTRODUCTION

Implement an independent curriculum using authentic assessment this is important for teachers to do so that the quality of the assessment students in the learning process increases. Santi et al. (2023) argue that authentic

assessment is the activity of teachers obtaining information about student learning outcomes using various techniques. Sukenti (2021) further stated that authentic assessment is able to illustrate student learning outcomes, both in observing, asking, reasoning and building networks.

Authentic assessment is an assessment that is important for Indonesian language teachers to master. This is because learning Indonesian is a complex learning that assesses 4 competencies, namely listening, reading, writing and speaking. This competency is related to everyday life, so it is important to carry out an authentic assessment so that students can apply it in solving existing problems both in society and in the existing environment using good and correct Indonesian. In line with Wahyuni (2023) opinion, with authentic assessment students can connect lessons with their own experiences and according to Haili (2022) can analyze problems and create solutions.

However, in its implementation there are still many obstacles. Teachers do not understand authentic assessment (Abdillah et al., 2021), do not understand authentic principles (Mawardi & Aryanti, 2018), teachers do not understand how to develop instruments (Rifka et al., 2017), and have limited time (Suwandani, 2020). Pekanbaru is a city in Riau Province which has 45 high schools consisting of 3 public high schools and 42 private high schools spread across 12 sub-districts. Each school has a minimum of 2 Indonesian language teachers and a maximum of 4 Indonesian language teachers. Based on the results of initial observations and interviews with several Indonesian language teachers and high school principals in the city of Pekanbaru, it was found that teachers already have teaching competence in the learning process in the classroom, this is proven by the teacher preparing learning tools first, then the teacher has implemented authentic assessment in the learning process, but it has not been implemented optimally, because teachers still have difficulty in developing authentic assessment tools. Then there is limited time in carrying out authentic assessments which include assessing attitudes, knowledge and skills.

Therefore, to improve the quality of student learning and assessment, teachers must have adequate professional competence. An educator's professional competence in the teaching and learning process can influence his or her skills in assessing authenticity. If authentic assessment is involved or strengthened by professional competence, the teacher's ability to assess will be better. If teachers do not have professional competence, then teachers will not be able to assess their students well.

Several research results related to professional competence show the following results. The first is research by Natalia (2018) with the results that there is a positive influence between teacher professional competence in the 2013 curriculum on the quality of student learning with a product moment result of 0.75. This shows that there is a positive influence between professional competence on the quality of student learning. Furthermore, research by Agustin (2022) entitled teacher competence in carrying out authentic assessments. This research shows the results of teacher competence in carrying out authentic research using various techniques, namely observation for the attitude domain, tests for knowledge, and performance for skills.

Based on existing research, the author identified that so far previous research has not addressed professional competence in authentic assessment, therefore the researcher assumes that the solution offered to overcome authentic assessment in this research is to involve professional competence. So this is what researchers are interested in, namely professional competencies that can develop or shape teachers' abilities in assessing. The problem formulation in this research is How does teacher professional competence influence authentic assessment skills? The aim of the research is to find out how much influence professional competence has on the authentic assessment of teachers in Pekanbaru City High Schools. The benefit of this research is that it can be used as material for evaluating schools and teachers regarding professional competence and can improve the quality of education, especially in Indonesian language lessons.

An important component that must be considered in improving the quality of education is teachers, because teachers have an important and strategic role in the implementation of education. According to Sarudin et al., (2021) teachers are not only teachers who transfer knowledge, but also educators who transfer values, and at the same time as mentors who provide direction and determine students' learning. Furthermore, Sukahar (2023) states that teachers must have competencies appropriate to their field and responsibilities in order to carry out their duties well, efficiently, effectively, on time and in accordance with targets. One of the competencies that teachers must have is professional competence.

According to Hartanti & Yuniarsih (2018), teachers' professional competencies are divided into 4 large groups, namely, abilities related to the learning climate in the classroom, learning management strategies, providing feedback and reinforcement, and self-improvement. Furthermore, according to Mudlofir (2012), teachers' professional competency indicators are divided into 5, namely: 1) mastering the material, structure, concepts and scientific mindset that supports the subjects being taught, 2) developing the subject matter being taught creatively, 3) mastering the standards basic competency and competencies in the subjects taught, 4) developing professionalism continuously through reflective action, and 5) utilizing information and communication technology to communicate and develop oneself.

Based on the background that has been given explain that this authentic assessment is things that teachers need to pay attention to become a professional teacher. Therefore, the title of this research Professional Competence and Its Positive Influence on Authentic Assessment Skills: A Study of Indonesian Language Teachers at MTS Pekanbaru City.

2. METHOD

This research uses quantitative research with correlation methods. The population in this study were 135 MTS level Indonesian language teachers in the city of Pekanbaru. The sample was taken randomly using a simple random sampling technique. In determining the number of samples in this study, the Slovin formula was used, so that a sample of 57 was obtained. The sampling method was carried out by drawing lots. The research instrument was a questionnaire distributed via Google Form. The questionnaire created consists of two parts. The first section contains general information relating to the respondent's condition which includes the respondent's biodata. The second part contains questions related to the research topic, namely professional competence and authentic assessment. Respondents in answering the questionnaire will use a Likert scale with a rating scale from 1 to 5 to answer questions from strongly disagree to strongly agree. The questionnaire used has gone through the content validation stage carried out by the validator, namely the lecturer at FKIP Indonesian Language and Literature, Riau Islamic University, consisting of 32 professional competency items and 40 items of authentic assessment skills.

Next, a trial was carried out to determine the validity and reliability of the questionnaire for 5 teachers. Validation test uses corrected item total correlation. An instrument or statement is declared valid if the value is > at the 5% significance level. The reliability test in this research used the Cronbach's Alpha formula. The data collection technique is a questionnaire. Misniaty & Hidayah (2020) questionnaire is an indirect data collection technique. A questionnaire contains questions or statements that will be answered by respondents. The questionnaire in this research is closed.

Data analysis was carried out using descriptive statistical analysis and prerequisite tests. The descriptive technique is the percentage of alternative respondents' answers. The analysis results are grouped according to the percentage of respondents' answers and benchmarks for drawing conclusions. With the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage sought

F = Frequency of answers

N = Number of Samples (Sudijono, 2015)

Hypothesis testing was carried out by correlation testing with the help of the SPSS version 25 program to see the relationship between the independent variable, namely professional competence (X) and the dependent variable, namely authentic assessment skills (Y). The hypothesis in this research is:

- ✓ Null hypothesis (H0): There is no significant relationship between professional competence and authentic assessment skills.
- ✓ Alternative hypothesis (H1): There is a significant positive relationship between professional competence and authentic assessment skills.

3. RESULTS AND DISCUSSION

This research was conducted on MTS teachers in the city of Pekanbaru, consisting of 57 teachers. The research results describe two variables, namely professional competence and authentic assessment skills. From the results of data collection using a questionnaire distributed using Google Form, 57 respondents were obtained with descriptive results presented in the following table:

Table 1. Description Of Professional And Authentic Competence Variable Data
Descriptive Statistics

	N	Min	Max	Mean	Std. Devi
Profesional	52	116	149	133.81	9.512
Autentik	52	120	200	168.21	18.887
Valid N	52				

In the table above you can see a description of the results of the analysis of the professional competence and authentic assessment skills of Indonesian language teachers at MTS Pekanbaru City. For the professional competency variable, the result was 133.81 with a standard deviation of 9.512. In authentic assessment skills, the

result was 168.21 with a standard deviation of 18.887. Before testing the hypothesis to see the effect of professional competence and authentic assessment skills, a prerequisite test is first carried out, namely the normality test. Normality test results can be seen in the following table:

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		52
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.46319908
Most Extreme Differences	Absolute	.197
	Positive	.197
	Negative	-.137
Test Statistic		.197
Asymp. Sig. (2-tailed)		.190c

Normality testing was carried out using SPSS version 25 with the Kolmogorov-Smirnov test provided that if the value is asymp. Sig. > 0.05, then the data is declared normal. If the value of asymp. Sig. < 0.05, then the data is declared abnormal. From the results of the normality test above, the result is that the asymp. Sig. value is > 0.05 (0.190 > 0.05) so it can be concluded that the data is normally distributed.

After the data is declared normal, proceed with hypothesis testing by calculating the correlation coefficient, significance level and regression analysis. From the results of calculations with the help of SPSS 25 for Windows, a correlation value can be obtained between the professional competency variable (X) and authentic assessment skills (Y) using the Pearson Product Moment correlation as follows:

Table 3. Correlation of Variable (X) to Variable (Y)

Correlations		Profesional	Autentik
Profesional	Pearson Correlation	1	.678
	Sig. (2-tailed)		.002
	N	52	52
Autentik	Pearson Correlation	.678	1
	Sig. (2-tailed)	.477	.000
	N	52	52

Table 4. Summary of Correlation Test Results

Variable	Correlation	Significance	Result
Professional Competency	0,678	P value = 0,002	H0 is rejected
Authentic Assessment		P<0,05	Ha accepted

Based on the table above, a correlation coefficient value of 0.678 can be obtained with a significance value (p value) of 0.002, because the significance value is $p < 0.05$, then H_0 is rejected and H_a is accepted, meaning that there is a significant positive relationship between professional competence and assessment ability. authentic. Based on the calculation results above, it can be seen that the correlation between professional competence and authentic assessment skills is 0.678, which means that there is a strong influence between the professional competence of Indonesian language teachers at MTS Pekanbaru city and authentic assessment skills. The sign of the correlation coefficient from the results of this data analysis is positive, so it shows that there is a unidirectional relationship. This means that the higher the teacher's professional competency assessment, the higher the authentic assessment skills will be. Conversely, if the teacher's professional competence is lower, the lower their authentic assessment skills will be.

The coefficient of determination in linear regression is defined as how much ability all independent variables have in explaining the variance of the dependent variable. The coefficient of determination can be seen in table 5 below:

Table 5. Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.101 ^a	.010	0,678	18.978
a. Predictors: (Constant), Profesional				

Based on the results of the coefficient of determination test in Table 5, the Adjusted R Square value is 0.678 (67.8%). This means that the ability of the independent variable (professional competence) in this study influences the dependent variable (authentic assessment skills) by 67.8%, while the remaining 32.2% is influenced by other factors. After obtaining the research results, we will discuss the influence of professional competence on the authentic assessment skills of Indonesian language teachers at MTS Pekanbaru city.

Teachers' professional competence in mastering subject matter broadly and in depth can influence authentic assessment skills. Teachers who master the material will find it easier to explain the material and answer questions related to the material being taught so that the teacher will also be able to easily design and carry out authentic assessments in the form of cognitive, attitude and psychomotor skills. Professional teachers have the ability to master subject matter broadly and deeply, including mastery of curriculum material, scientific substance, structure and scientific methodology so that it will be easy to assess student learning outcomes and assess the learning process that has been implemented so that teachers can also find out their students' understanding. In line with the opinion of Lumbantobing & Naibaho (2023) that the aspect of mastery of learning material is the most important aspect of teacher professional competence. Teachers who have good mastery of learning material will be able to convey learning material clearly and interestingly, so that students can understand the learning material well.

From the results of interviews with representatives of Indonesian language teachers in Pekanbaru city MTS, researcher try to draw a conclusion namely because Indonesian is more learning process leaning towards aspects of writing, reading and speaking so the teachers to do psychomotor domain assessment process much easier. Why is that, because according to the teachers I took from the results of the interview that for assess the learning process with psychomotor domain, the teachers have so much used to it that it doesn't encounter difficulties such as assessing affective domain. Teachers are used to assessing students when reading poetry, making speeches, composing descriptive texts, interviews and so on.

Professional teachers are teachers who are able to master core competencies and basic competencies. Authentic is an assessment that covers the three domains of achieving learning outcomes, namely the domains of attitudes, knowledge and skills as stated in the core competencies and basic competencies in the content standards. Authentic assessment, especially in the assessment system in the 2013 curriculum, has the characteristics of complete, authentic, continuous learning, using varied techniques and based on criteria references. The relationship between the teacher's ability to master core and basic competencies and authentic assessment skills is that these competencies are the basis for preparing learning programs including assessment, and assessment is used to determine the strengths and weaknesses of the learning process so that it can be used as material for making decisions and improvements in the learning process that has been undertaken.

A professional teacher will be able to design good, planned, comprehensive and sustainable assessments. The planned system is a continuous assessment system in the sense that all indicators are collected, then the results are analyzed to determine the basic competencies that are possessed and those that are not, as well as to determine the difficulties of students. In line with the opinion of Prayoga et al., (2024) that teachers who have a high professional level can create a safe, secure and enjoyable learning process, besides that they can be trusted to be fully committed to efforts to improve educational standards.

During the implementation of authentic assessment towards mastery of core competencies and basic competencies there are no obstacles experienced by teachers in carrying out assessments. In developing assessment indicators that are adapted to the basic competencies that will be assessed by teachers include book facilities and technological facilities. However, based on the results of interviews with Indonesian language teachers at MTS Pekanbaru, it is known that teachers feel that authentic assessment is a complicated and difficult assessment to carry out, especially designing authentic assessment in various learning models that are in accordance with the curriculum. The difficulties experienced by teachers are generally caused by the problem of limited time in carrying out the assessment process, and designing performance assessments and projects due to having to adjust time for learning and also making teachers less than optimal in carrying out assessments of student learning processes. For example, when a teacher wants to assess student behavior, educators must design observation sheets and assessment rubrics so that the teacher can carry out the assessment thoroughly. When conducting an attitude assessment, educators are required to monitor every behavior carried out by each student. Apart from that, the large number of students also makes it difficult for teachers to manage their time.

Furthermore, teachers are said to be professional if they carry out actions to develop professionalism on an ongoing basis by carrying out reflective actions. Teachers will learn according to current developments independently. As we know, authentic assessment is an assessment process that must be carried out and implemented by all teachers who work in schools that use the 2013 curriculum and the independent curriculum, as well as by Indonesian language teachers. To increase insight into authentic assessment, teachers can use facilities such as the internet, as a first step before looking for solutions. The internet makes it easier for teachers to find insightful material to use as a reference source that teachers can apply in the assessment process. Furthermore, according to Kusmarini et al (2022) that participating in training or workshops can help teachers answer problems that are difficult to solve themselves. Apart from answering questions, this activity can also broaden teachers' insight to further develop their abilities in carrying out authentic assessments.

Supported by the opinion of Yunita & Sukenti (2024) that teachers' understanding of the learning process and assessment is the main thing that teachers must master before entering into its implementation. So that the assessment carried out by the teacher can increase students' achievement in absorbing the information that has been given. When the teacher carries out an assessment, the teacher is tasked with collecting information about students' understanding to find out the results of the teaching process.

Based on the correlation value of 0.678, this means that there is a strong influence between the professional competence of Indonesian language teachers at MTS Pekanbaru city and authentic assessment skills. The strength of the relationship between these two variables is real and belongs to the high category, meaning that the higher the professional competency value, the higher the ability to assess authenticity. This means that professional competence has the power to improve authentic assessment skills. This is because in teacher professional competence there are evaluation aspects that teachers must master.

Professionally competent teachers have the ability to assess and evaluate students, one of which is carrying out authentic assessments in Indonesian language subjects. This research is supported by Dudung (2018) which aims to find out how influential professional competence is on learning evaluation. The results of this research show that professional competence has a significant influence on evaluation skills.

4. CONCLUSION

After carrying out analysis and discussion, it can be concluded that there is a significant influence between professional competence and authentic assessment skills with the correlation test results of $R = 0.678$. Professional competencies are divided into four. First, mastering the material. Second, develop material creatively. Third, master competency standards and basic competencies. Fourth, develop sustainable professionalism. Meanwhile, authentic assessment consists of four assessments. First, project assessment. Second, performance assessment. Third, portfolio assessment. Fourth, product assessment. This research is only limited to one teacher competency, namely professional competency. It is hoped that further research will link the 4 teacher competencies to authentic assessment skills. The implication of the research is that teachers can improve their professional skills so they can carry out authentic assessments in the implementation of teaching to maximize the development of students' critical thinking skills, in order to face the challenges of the 21st century.

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