



The Influence of Social Competence on the Ability of Indonesian Language Teachers in Carrying Out Authentic Assessments at MTs in Pekanbaru City

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ABSTRACT

Authentic assessment is highly prioritized in learning, as the content contained in it includes knowledge, attitudes and skills that must be integrated in the lesson. This research is quantitative research with a correlation method. This research aims to examine the influence of social competence on teachers' ability to carry out authentic assessments aimed at Indonesian language teachers at MTs Pekanbaru City, totaling 52 teachers selected using random sampling techniques. The data collection technique in this research uses a social competency questionnaire and an authentic assessment questionnaire filled out by teachers. The data analysis technique in this research uses a simple linear regression test, namely testing the relationship between social competence and authentic assessment in a linear manner. Based on the research results, it was concluded that teachers' social competence had a positive effect on teachers' ability to carry out authentic assessments at MTs Pekanbaru City. With the teacher's social competence, the teacher can carry out authentic assessment not only assessing learning outcomes, but also the student learning process, which is the essence of authentic assessment.

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1. INTRODUCTION

Authentic assessment is a very fundamental assessment that Indonesian language teachers must have, because this authentic assessment aims to evaluate and measure learning processes and outcomes in achieving learning goals from the aspects of knowledge, attitudes and skills holistically. In the American Library Association, authentic assessment is defined as an evaluation process to measure student performance, achievement, motivation and attitudes in activities relevant to learning. Authentic assessment must be carried out completely and thoroughly, covering the domains of knowledge, attitudes and skills (Diani & Sukartono, 2022). This assessment not only assesses aspects of knowledge, but also the skills and attitudes of students as a whole (Gadink & Sukenti, 2024).

In the Republic of Indonesia Minister of Education and Culture No. 66 of 2013 states that authentic assessment is an assessment carried out comprehensively to assess the input, process and output of learning. In assessing students comprehensively from the aspects of attitudes, knowledge and skills starting from input processes and outputs, authentic assessment can be carried out by paying attention to all the activities that students actually carry out. Based on this opinion, this means that authentic assessment is highly prioritized in learning, among the content contained in it which includes knowledge, attitudes and skills that must be integrated in the lesson. In authentic assessment, teachers need to know and prepare assessment instruments for aspects of knowledge, attitudes and skills.

This is in line with opinion Subrata & Rai (2019), authentic assessment that is comprehensive in nature and includes competency in attitudes, knowledge and skills and is continuous will create conditions for students towards continuous self-perfection and training of their abilities towards a better life. This means that teachers need to apply assessments by considering criteria related to social behavior in society, students' knowledge, skills, observation activities and learning practices, as well as students' academic and non-academic achievements.

With authentic assessment, educators are able to assess students' abilities through certain tasks, determine learning needs, help and encourage students, help and encourage educators to teach better, determine learning strategies, institutional accountability, and improve the quality of education (Khabibah, 2017). From the aim of authentic assessment, a teacher can apply aspects of knowledge, attitudes and skills to students' tasks. Meanwhile, in terms of benefits, authentic assessment is divided into two, namely for students and teachers (Nisrokha, 2018).

For students, authentic assessment has the benefit of being able to reveal in total how well they understand their learning, capture and strengthen mastery of competencies, such as gathering information, using resources, handling technology, sharpening thinking skills at a higher level, applying them to everyday life and bringing it to the community, solving problems, creating solutions and following cause-effect relationships, accepting responsibility and making choices, relating and collaborating with others in making tasks, and learning to evaluate one's own level of achievement. Meanwhile, for teachers, authentic assessment has the benefit of being a comprehensive benchmark regarding student abilities and how effective the learning methods that have been implemented are. Therefore, it is very important to pay attention to the application of authentic assessment so that students not only get

learning, but ultimately achieve achievements by applying their abilities to the real world.

According to Sumarna et al (2024), the benefits of authentic assessment are as follows: First, for students, it can reveal in total how well students understand academic material, reveal and strengthen students' mastery of competencies, such as in collecting information, using resources, handling technology and thinking. systematic, connecting learning with students' experiences, the world of students and society at large, sharpening thinking skills at a higher level as they analyze, integrate and identify problems, create solutions and follow cause-effect relationships, accept responsibility and make choices, connect and collaborating with others in making assignments, and learning to evaluate one's own level of achievement; Second, for teachers, it can be used as a comprehensive benchmark regarding student abilities and see how effective the methods that have been given to students are when implemented.

Based on the explanation above, it can be concluded that authentic assessment has several aspects which include: (1) Attitude aspect. Attitude assessment does not stand alone, but is integrated with the assessment of knowledge and skills. Assessment of one's own attitude can be done by observing, self-assessment, peer-to-peer assessment and journaling; (2) Knowledge aspect. The knowledge aspect has several tests; a) written test, which can be in the form of a description (essay), to test students' ability to remember, understand, organize, apply, analyze and evaluate material. b) oral test, providing questions asked orally by the teacher and answered orally by the students. c) assignments, tasks given by teachers individually or in groups, according to the characteristics of the task; (3) Skills aspect. There are several assessments on the skills aspect; a) performance assessment, this assessment involves students in carrying out a task or activity in real life, to demonstrate practical abilities. b) project assessment, evaluation of the tasks given must be completed by students within a certain time period. c) portfolio assessment, this assessment is assessed based on a collection of students' work which is arranged systematically and organized over a certain period of time.

So far, there have been several studies that have examined authentic assessment. The issue of authentic assessment can be seen from various aspects. This research is in line with research conducted by (Abdurrohim & Khuriyah, 2022) entitled Authentic Assessment of Blended Learning with Discovery. In this research, there is a problem, namely that the teacher has carried out knowledge assessments and skills assessments well in conditions of long-distance or face-to-face meetings. The result is that the obstacle experienced by educators is the diversity of students with different backgrounds and characters. Based on this, the researcher provides a solution to this problem by implementing an authentic blended learning assessment which is useful for changing the learning situation where students who are passive in learning become active in learning. Blended learning can help teachers process the learning process to be more efficient and effective, especially providing students with the ability to build collaboration and have a high commitment to active values.

In line with this, research conducted by Hasibuan et al (2022) also researches authentic assessment. In his research, a problem was encountered, namely that the implementation of learning was still directed towards cognitive intelligence. Even at this level, cognitive intelligence is still limited to developing the ability to memorize or transfer knowledge and skills in completing exam questions. Other cognitive

development is still neglected, for example, cognitive development to increase critical power. Therefore, in language and literature learning it is necessary to carry out a series of efforts to improve the learning process which is oriented towards improving students' language and literature skills as well as developing students' character, so researchers use cognitive authentic assessment which is considered more effective and efficient.

A similar thing was also researched by Maisuherni (2019), In his research, problems were found such as the assessment carried out by teachers so far was limited to assessing mastery of concepts, so it was less authentic because it did not assess aspects of attitudes and skills. Concept mastery assessments generally measure material mastery abilities, and are only able to measure low-level cognitive abilities. Seeing the inconsistency between the assessment standards set and the facts in the field, the researcher attempted to provide guidance so that teachers were able to increase competence in planning authentic assessments with group guidance.

This research adopts this opinion Muchlish (2011), that the assessment process includes a number of pieces of evidence that demonstrate the achievement of student learning outcomes. This assessment is carried out in an integrated manner with learning activities so that it is referred to as class-based assessment (PBK). PBK is carried out in various ways, such as collecting student work (portfolio), work results (product), assignments (project), performance (performance), and written tests (paper and pencil). Teachers assess students' competencies and learning outcomes based on students' achievement levels. Such an assessment is called authentic assessment which is translated into Indonesian as "authentic assessment" or "authentic assessment".

Based on research conducted by previous researchers, in general the solution given is to use authentic blended learning assessments, authentic cognitive assessments and also group guidance assessments. Meanwhile, in this research, the alternative to overcome authentic problems is to use social competence.

According to Silalahi & Naibaho (2023), in the National Education Standards, the explanation of article 28 paragraph (3) point d states that what is meant by social competence is the ability of teachers as part of society to communicate and interact effectively and efficiently with students, fellow educators, education staff, parents/guardians, students, and the surrounding community. Social competence is socially acceptable behavior, a learned way of behaving that enables a person to interact effectively with other people, and leads to social behavior and responses possessed by the individual (Nurhuda et al., 2023).

In essence, a teacher is said to be professional if he has the skills required to carry out educational and teaching tasks. One of them is that a teacher or educator must have good social competence, which means having the ability to interact socially, both with his students, with fellow teachers, staff and school heads, even with the wider community. These social skills include the teacher's skills in interacting and carrying out the social responsibilities they carry out. If a teacher has good social competence, then this will become a role model and be emulated by his students. Because, apart from intellectual intelligence, emotional intelligence and spiritual intelligence, students must also be introduced to social intelligence, so that they have conscience, sympathy, empathy and a sense of caring for fellow friends, teachers and the surrounding community (Fauziah, 2021).

Teacher social competence is one of the four personality competencies that a teacher must have (Kurniawati, 2023). Social competence is important to improve accordingly Putri & Adi (2022), which states that social competence is considered important for teachers to master, because teachers are social human beings who depend on each other, and as capital in carrying out their duties, who must communicate correctly, socialize and collaborate easily and can interact effectively with the community in the surrounding environment. Teachers must be able to know their surroundings and be able to communicate and socialize. Apart from that, social competence is also the teacher's ability to communicate or socialize effectively with students, fellow educators, and even with students' parents. A teacher must have social competence because if there are differences of opinion or differences in values with society, a teacher is able to overcome them well without hampering the educational process (Julita & Dafit, 2021).

Social competence is a teacher's skill as a social creature in communicating with other people. These competencies are interrelated as members of community teachers and social bodies, including: (1) the ability to communicate and communicate with colleagues to improve professional skills; (2) a teacher's ability to communicate with administrators; (3) teacher's ability to communicate with parents Scientific research; (4) Teacher communication skills with the community; (5) identify and understand the function of each social institution; and (6) moral education capacity (Naibaho & Mahulae, 2023).

Teachers' social competence includes the ability to interact with students, colleagues and the surrounding environment, which is very important in applying behaviorism theory. Teachers with good social competence can provide effective stimuli and observe students' responses, allowing them to provide appropriate positive and negative reinforcement. Thus, behaviorism theory and teacher social competence are interrelated in increasing the effectiveness of the learning process. The indicators of teacher social competence according to Nikmah (2022) is to help develop positive attitudes in students, display enthusiasm in teaching and learning, and manage behavioral interactions in the classroom.

According to Abidin (2022), behaviorism theory has the basic concept that learning is an interaction between stimulus and response. Stimulus is stimulation or encouragement used by the teacher to shape behavior, while response is the response or ability (thoughts, feelings, or shown by the child after the stimulus given by the teacher). This theory prioritizes measurement, because measurement is an important thing for see whether or not changes in behavior occur. The measurement in this research is through authentic assessment.

Authentic assessment aims to assess students' abilities in real-world contexts, including aspects of social competence. In authentic assessments, students are asked to demonstrate their social skills through tasks relevant to everyday life, such as cooperation, communication, and positive social behavior. The aim of teacher social competence in authentic learning is to help teachers have skills in helping students to explore, discuss and be able to involve problems in the real world that are relevant to students outside of school. So that students can solve their problems (Illahi & Prastowo, 2022).

Apart from that, the reason teachers must have social competency skills in carrying out authentic assessments is because this ability greatly influences the

effectiveness of the assessment process. Social competence helps teachers build trust with students, creating a safe and comfortable environment so that students are more open in showing their abilities. Additionally, teachers skilled in communication can increase student engagement, encouraging active participation that is essential for obtaining accurate data.

In carrying out authentic assessments, of course teachers encounter several problems, one of which is difficulty in building strong relationships with students, which can reduce students' self-confidence when undergoing assessments. An inability to communicate effectively can also cause students to feel uncomfortable or not understood, thereby hindering their engagement in the assessment process. Additionally, teachers may struggle to provide constructive and empathetic feedback, which is critical in authentic assessment, if they do not have adequate social skills (Ijarmana & Putra, 2021).

The formulation of the problem in this research is how social competence influences the ability of Indonesian language teachers to carry out authentic assessments in Pekanbaru City. Based on the background, researchers are interested in discussing the influence of social competence on the authentic assessment of Indonesian language teachers in Pekanbaru City.

2. METHODS

This research is quantitative research with a correlation method. Correlation research can also be said to be research that aims to determine the relationship between two or more variables (Hasbi et al., 2023). Quantitative methods were chosen because they allow researchers to collect data that can be measured objectively and analyze relationships between variables using statistical techniques. The survey design was chosen because it is suitable for obtaining information from a large number of respondents in a relatively short time, and allows collecting data directly from respondents regarding the variables studied. This research aims to examine the influence of social competence on teachers' ability to carry out authentic assessments.

The sample in this study consisted of 52 Madrasah Tsanawiyah Indonesian language teachers in Pekanbaru City who were selected using random sampling techniques. The random sampling technique was chosen because this technique helps reduce bias in sample selection, so that each individual in the population has an equal opportunity to be selected. This results in a more representative sample, which in turn increases the validity of research results, allowing researchers to make more precise generalizations about the population. In addition, random sampling is relatively easy to implement, especially with the help of existing statistical tools and software, so that the random process can be carried out efficiently. Although the sample size of only 52 people may seem small, this is useful for maintaining the depth of the analysis and considering the limited resources and time in conducting research.

The data collection technique in this research uses a social competency questionnaire and an authentic assessment questionnaire filled out by Indonesian MTs teachers in Pekanbaru. In measuring the questionnaire instrument, the author used validity and reliability tests. According to Rosita et al (2021), validity test is a test used to

determine and test the accuracy and accuracy of a measuring instrument to be used as a measure of something that should be measured. Construct validity was tested with the help of 25 different teachers from the sample of 52 teachers. Meanwhile, reliability testing Sanaky et al (2021) carried out using Cronbach's Alpha calculations, which shows that the variables used to measure the concepts in this research are quite reliable. This questionnaire aims to measure the extent of teachers' social competence in carrying out authentic assessments.

The data analysis technique in this research uses a simple linear regression test, namely testing the relationship between social competence and authentic assessment in a linear manner. According to Yusuf (2024) linear regression analysis is a statistical technique for creating models and investigating the influence of one or several independent variables (Independent Variables) on a response variable (dependent variable). This analysis was carried out using SPSS software to facilitate interpretation of the results.

Table 1: Validity Test and Reliability Test Results

Variable	Validity		Reliability			
	R_{count}	R_{table}	Inform	Cronbach's Alpha	Standard	Inform
Social Competence	0.399 s.d 0.699	0.396	Valid	0.955	0.60	Reliable
Authentic Assessment	0.397 s.d 0.686	0.396	Valid	0.972	0.60	Reliable

Based on table 1, it shows that for the social competence variable instrument with a calculated r value between 0.399 and 0.669, it is greater than the r table value, namely 0.396, so the teacher social competence instrument is declared "valid". Meanwhile, in the authentic assessment validity test, the r_{count} results were obtained from 0.397 to 0.686, which was greater than the r_{table} value, namely 0.396, so that the authentic assessment instrument could also be declared "valid". To test the reliability of the social competency instrument, a Cronbach's Alpha value of 0.955 was greater than 0.60, so the social competency instrument was declared "reliable". Meanwhile, for the reliability test of the authentic assessment instrument, the Cronbach's Alpha value was 0.972, greater than 0.60, so that the authentic assessment instrument was declared "reliable". Therefore, based on the results of the validity and reliability tests, the social competency instrument with 30 questions and the authentic assessment instrument with 40 questions were declared able to be used for this research.

3. RESULTS AND DISCUSSION RESULT

This research aims to examine the relationship between social competence and authentic assessment among Indonesian language teachers in MTs throughout Pekanbaru City. The results of statistical analysis show that there is a significant relationship between these two variables. The following is an explanation and interpretation of these findings.

Correlation Analysis

Table 2. Correlation Analysis Product Moment

Social Competence	Pearson Correlation	1	.544**
	Sig. (2-tailed)		<.001
	N	52	52
Authentic Assessment	Pearson Correlation	.544**	1
	Sig. (2-tailed)	<.001	
	N	52	52

Source: Researcher data processing 2024.

Based on table 2. which shows a significance of <.001 or a significance of <0.05, it can be concluded that the social competency variable has a correlation with authentic assessment. The correlation value is 0.544 and is positive, this means that the social competence variable with authentic assessment in the interval 0.41 – 0.60 is in the medium category. So it can be concluded that there is a positive relationship between social competence and the ability of Indonesian language teachers to carry out authentic assessments at MTs in Pekanbaru City. These findings support the initial hypothesis that teacher social competence has an important role in implementing authentic assessment.

Simple Linear Regression Analysis

Table 3. T test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	104.950	43.294		2.424	.019
	Social Competence	.656	.143	.544	4.584	<.001

Source: Researcher data processing 2024.

From the linear regression analysis in table 3 above, the regression equation $Y = 104.950 + 0.656X$ is obtained, where Y is the authentic assessment score and X is the social competency score. The regression coefficient value of 0.656 indicates that every one unit increase in social competence is expected to increase the authentic assessment value by 0.656 units. The significance of this result is supported by a t value of 4.584 and a p-value of <0.001, which indicates that this relationship is not a coincidence. The results of the analysis show that there is a significant positive relationship between the social competence variable and authentic assessment. This means that an increase in social competence will be followed by an increase in authentic assessment.

Based on the table above, it can be seen that the constant value (a) is 104.950, while the regression coefficient value (b) is 0.656. Therefore, the regression equation that can be obtained in this research is $Y = 90.225 + 0.867X$. This means that for every

additional emotional intelligence number with a positive coefficient, the authentic assessment will increase by 0.867.

Coefficient of Determination

Table 4. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.296	.282	3.795

Source: Researcher data processing 2024.

Based on the data in table 3, the determination coefficient is 0.296 or 29,6%. This means that teacher social competence has a contribution or influence on authentic assessment of 29,6%, while the remaining 70,4% is influenced by other factors.

F Test

Table 5. F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	302.590	1	302.590	21.015	<.001 ^b
	Residual	719.930	50	14.399		
	Total	1022.519	51			

Source: Researcher data processing 2024.

The results of the regression analysis show that there is a significant relationship between the social competence variable and authentic assessment. In the ANOVA table, the sum of squares value for the regression is 302,590, while the residual value is 719,930, with a total sum of squares of 1022,519. This shows that the social competence variable can explain a number of variations in the authentic assessment variable. The F value obtained from the analysis is 21.015, with a significance value (Sig.) of <0.001. This significance value, which is much smaller than 0.05, indicates that the relationship between the social competence variable and authentic assessment is statistically significant.

Overall, this analysis indicates that the social competence variable has a significant influence on the authentic assessment variable. This could be interpreted to mean that an increase in the social competence variable contributes to an increase in authentic judgments, and this relationship is strong enough to be considered meaningful in the context of this analysis. These results are important for a variety of applications, including psychological research and product development, where understanding the interrelation of social competence and authentic assessment can increase user confidence and engagement.

DISCUSSION

The results of hypothesis testing in this research using SPSS Version 29.0 for Windows, the results of simple linear regression analysis obtained the equation $Y = 104.950 + 0.656X$, where Y is the authentic assessment score and X is the social competency score. The regression coefficient value of 0.656 indicates that every one unit increase in social competence is expected to increase the authentic assessment value by 0.656 units. The results of the product moment correlation analysis obtained a correlation/relationship value (r) of 0.544 and a positive value, this means that the social competence variable with an authentic assessment in the interval 0.41 – 0.60 is in the medium category. This shows that there is a positive relationship between social competence and the ability of Indonesian language teachers to carry out authentic assessments at MTs in Pekanbaru City. The coefficient of determination r^2 in this study was 0.296 or 29,6%. This means that teachers' social competence has a contribution or influence on authentic assessment of 29,6%, while the remaining 70,4% is influenced by other factors. The F test results in the ANOVA table show that the sum of squares value for the regression is 302,590, while the residual value is 719,930, with a total sum of squares of 1022,519. This shows that the social competence variable can explain a number of variations in the authentic assessment variable. The F value obtained from the analysis is 21.015, with a significance value (Sig.) of <0.001. This significance value, which is much smaller than 0.05, indicates that the relationship between the social competence variable and authentic assessment is statistically significant. So the hypothesis proposed "It is suspected that social competence has a positive and significant effect on the ability of Indonesian language teachers to carry out authentic assessments at MTs in Pekanbaru City.

A teacher's social competence can be said to be successful if it provides a better influence so that the goals of education can be achieved. In achieving educational goals, educators have an important role to improve the quality of education. Learning carried out by educators greatly influences student success. Students' success in understanding learning material can be seen from the achievement of learning objectives as measured through learning outcomes. A teacher's social competence can be said to be successful if students obtain good learning outcomes. Teacher social competence is the teacher's ability to communicate and interact effectively with the school environment and outside the school environment. Good teacher social competence has a positive impact on the teacher's ability to carry out authentic assessments (Arianto et al., 2022).

According to Sukenti (2021) that the results of authentic assessments can be used by educators to plan remedial programs, enrichment or counseling services. Apart from that, authentic assessment results can be used as material to improve the learning process that meets Educational Assessment Standards. Social competence consists of: (a) inclusive attitudes, acting objectively and not discriminating based on gender, religion, race, physical condition, family background and social situation; (b) an adaptive attitude to the socio-cultural environment where they work, and a communicative

attitude with the teacher community, school community and community members (Tambak & Sukenti, 2020).

The implications of research that highlights the importance of teachers' social competence for authentic assessment include various aspects that can enrich educational practice. First, this research can encourage the development of teacher training programs that focus on improving social skills, so that teachers can be more effective in carrying out authentic assessments. In addition, by improving teachers' social competence, the quality of authentic assessment will also improve, having a positive impact on student learning outcomes. The findings of this research can be a basis for policy makers to consider the integration of social competencies in teachers' professionalism standards as well as in their performance evaluations. This research can also inform the importance of social and emotional support in the learning process, encouraging schools to provide better counseling services. Additionally, these implications can encourage schools to create more inclusive and supportive learning environments, which focus on positive relationships between teachers and students. Finally, this research can trigger innovation in the development of assessment tools that take into account social and emotional aspects. Thus, this research not only enriches understanding of the role of teachers' social competence, but also provides direction for better educational practices and more effective policies.

4. CONCLUSION

Based on the research results, it can be concluded that there is a positive influence between social competence on the ability of Indonesian language teachers to carry out authentic assessments at MTs in Pekanbaru City. With a significance value of <0.001 , which means it is smaller than 0.05. This shows that social competence has a very important role in the authentic learning and assessment process. Teacher social competence is essential for authentic assessment because it helps build positive and trusting relationships with students. This creates a safe environment, where students feel comfortable expressing their abilities. Additionally, good communication skills enable teachers to provide constructive and empathetic feedback, which promotes student development. Teachers who understand student diversity can also adjust assessments to make them more relevant and fair. Thus, teachers' social competence not only increases the effectiveness of authentic assessment, but also supports students' holistic development.

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