



## The Effect of Pedagogic Competence and Professional Attitude on the Ability to Manage PAUD Authentic Assessments in Ambon City

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### Abstrak

Kompetensi pedagogik dan sikap profesional terhadap kemampuan mengelola asesmen autentik sangat diperlukan dalam menilai setiap proses pembelajaran siswa. Penelitian ini bertujuan untuk mengetahui adanya pengaruh kompetensi pedagogik dan sikap profesional terhadap kemampuan mengelola asesmen autentik pendidikan anak usia dini (PAUD). Metode yang digunakan adalah survei dengan teknik analisis pengaruh. Sampel penelitian sebanyak 103 orang dengan teknik proporsional random sampling. Hasil penelitian menunjukkan *Pertama*, terdapat pengaruh yang signifikan antara kompetensi pedagogik terhadap kemampuan mengelola asesmen autentik pada PAUD. *Kedua* terdapat pengaruh yang signifikan antara sikap profesional guru terhadap kemampuan mengelola asesmen autentik PAUD. *Ketiga* terdapat pengaruh yang signifikan antara kemampuan pedagogik dan sikap profesional secara bersama-sama terhadap kemampuan mengelola asesmen autentik PAUD. Hal ini berarti kompetensi pedagogik dan sikap profesional guru mempengaruhi kemampuan mengelola asesmen autentik pada PAUD. Dengan kompetensi pedagogik dan sikap profesional akan membantu dalam meningkatkan kemampuan mengelola asesmen autentik dan pengembangan keberhasilan siswa.

**Kata Kunci:** *kompetensi pedagogik; sikap profesional; kemampuan mengelola asesmen autentik*

### Abstract

Pedagogic competence and professional attitudes toward The Ability of Authentic Assessment Management are indispensable in assessing each student's learning process. This study aimed to determine the influence of pedagogic competence and professional attitude on the ability to manage authentic early childhood education (PAUD) assessments. The method used was a survey with influence analysis techniques. The research sample was 103 people with a proportional random sampling technique. The study results show a significant influence between pedagogic competence and The Ability of Authentic Assessment Management in PAUD. Second, there is a significant influence between the teacher's professional attitude on the ability to manage authentic PAUD assessments. Third, there is a significant influence between pedagogic abilities and professional attitudes together on the ability to manage authentic PAUD assessments. The teacher's pedagogical competence and professional attitude affect The Ability of Authentic Assessment management in PAUD. With pedagogic competence and an improved professional attitude, it will improve The Ability of Authentic Assessment Management and develop student success.

**Keywords:** *pedagogic competence; professional attitude; the ability of authentic assessments management*

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## Introduction

Assessment is systematically collecting information as a consideration for making decisions (Tawfik et al., 2019). In addition, performance assessment is based on the mastery of knowledge that learners have previously learned (Seery et al., 2019) and a process of gathering information about a child that will be used to make judgments and decisions related to the child (Khatiban et al., 2019). With a good education, it is hoped that children can grow according to their potential (Manubey et al., 2021).

Assessments can improve teacher evaluation and motivate students to perform their tasks in real-life contexts. In other words, this approach is used by teachers to check students' knowledge and encourage their understanding of what has been learned and applied so that students will not worry too much about the final results obtained. (Batlolona & Kalean, 2023). Today's learning is more geared toward meeting students' needs so that learners are more knowledgeable (Nguyen & Phan, 2020); (Batlolona & Diantoro, 2023). Assessment is an accurate picture of student learning, competence, misconceptions, and effective feedback for teachers to improve their teaching. Therefore, a good assessment conducted by the teacher will be a report for students and a follow-up for parents in knowing student learning outcomes. As a result, it allows students to adjust and improve the quality of their learning. In addition, it helps parents understand their children's learning (Gillanders et al., 2021). Parents play an essential role in their children's academic achievement. Once the child is placed in school, the role of parents is further deepened due to the different modes of assessment used by the school. Parents should provide opportunities at home where children hone their skills to improve their academic performance (Orillosa, 2013).

One of the teacher's competencies is the ability to assess the learning process and results. (Mohammadpour & Maroofi, 2023). Thus, educators must be able to carry out comprehensive assessments, from selecting assessment methods to documenting the results of these assessments properly for the benefit of early childhood education. (Formen & Nuttall, 2014). Documentation of the results of this assessment will be feedback for preparing the next child's learning program or making an individual *education plan* for students (Shaeffer, 2019). In addition to pedagogical competence, the attitude towards the teaching profession is also essential for teachers to carry out their functions properly (Braund & DeLuca, 2018). By educating, teachers have developed and passed on the values of life in society. Teaching means continuing and developing science and technology. Training means that teachers have developed skills for their students (Shaughnessy et al., 2019).

Several sub-variables or dimensions in measuring teachers' professional attitudes include attitudes toward laws and regulations, professional organizations, peers, attitudes towards students, work environment, leaders, and attitudes toward work. (Seufert et al., 2021). Thus, it can be synthesized that attitudes towards the teaching profession are certain regularities in terms of feelings, thoughts, and predispositions to a teacher's actions towards his profession. (Omolara & Adebukola, 2015). The teaching profession includes duties, status, work environment, and rewards in which the attitude towards oneself, the field of knowledge, the education profession, and the attitude towards students (Keiler, 2018). Teachers who are professional in their performance are conducting assessments at school objectively, measurably, and can be accounted for (Ibarra-Sáiz et al., 2020). It is part of the teacher's profession's norms, ethics, and attitudes. The assessment results that the teacher has carried out can be used as a reference as a value that is highly correlated with student success in continuing higher-level education (Stolpe et al., 2021).

The study results show that PAUD teachers still need help understanding how to conduct authentic assessments properly (Yus et al., 2021). Study results from the New Horizons Head Start Program (NHHS) have needed help finding effective assessment methods. The assessment process conducted by NHHS has the objectives of (a) assisting teachers in making meaningful decisions about the curricular program; (b) providing information about how children make initial progress reports; and (c) providing

developmental information on individual children in their program. (Grisham-Brown et al., 2006). The assessment aims to measure and diagnose a successful child development program (Mabaso et al., 2023). Child assessment should be done as material for teachers to compile reports to parents and monitor children's development so that it can be used to improve learning program planning (Thompson et al., 2023). Developing assessments for child development is a skill that every professional teacher must have. Assessment is integral to learning (Ketonen & Nieminen, 2023). Some studies in the field explain that teachers' competence in assessing children's growth and development is still low, such as in Canada (Kerai et al., 2022), the USA (Saracho, 2023), and Australia and New Zealand (Siraj et al., 2023). Therefore, teachers' cognitive skills need to be leveled in classroom management settings that focus on the characteristics of learners. Therefore, teachers need to bridge the cognitive potential of learners to be able to support academic achievement (Rafafy Batlolona et al., 2019); Blömeke et al., 2022).

It causes the actual function of PAUD, which is to help develop all the potential of children (physical, language, intellectual/cognitive, emotional, social, moral, and religious) and lay the foundation for the development of attitudes, knowledge, skills and for further growth and development is not maximally achieved (Peltzer & Pengpid, 2018). Initial observations of some research results stated the need for teachers to understand the techniques for preparing and managing learning or developmental assessments (Bradbury, 2014; Hasibuan et al.; Parker et al., 2022). Educators need to apply assessment techniques properly to what they do or to their student's development and learning progress. (Serdyukov, 2017). Another reality is that the assessments carried out by teachers who teach at the kindergarten level are still primarily quantitative, with numbers or letters used to determine children's abilities at the end of learning activities (Indrayani, 2016). More than report cards and portfolios are needed to assess early childhood development. It is because teachers do not understand that to assess the development and learning process of students must use authentic assessments other than portfolios, such as assessment rubrics, anecdotal notes, checklists, and running records, because early childhood has unique and rapid development characteristics (Hashimoto et al., 2023).

Authentic assessment is strongly related to pedagogical competence and teacher professionalism. (Kempa et al., 2019). It is because if teachers' pedagogical competence and professionalism are good, then the authentic assessment is well implemented. If teachers have good pedagogical competence, teaching will be more effective so that achievement improvements will occur for students with low cognitive academics (Manubey et al., 2021). Pedagogical competence and professional attitudes can be seen in how teachers manage their classes because the teacher's unprofessional classroom management affects students' understanding of developing their competencies (Gemnafle et al., 2018). The ability to manage the classroom in the learning process includes various stages in planning, implementing, and evaluating student learning outcomes. In this condition, it was found that teachers still need help managing authentic assessments due to teachers' lack of pedagogic abilities and professional attitudes. (Faizah & Sutopo, 2021). Therefore, this study aimed to determine the effect of pedagogical competence and professional attitudes on The Ability of Authentic Assessment management in PAUD.

## Methodology

The research design contains the substance of the approach and type of research with the implications of the analysis techniques as follows: For hypothesis testing that will be generalized, research instruments are needed that can capture interval data from respondents. In the context of the data and the number of respondents required, the researcher chose a quantitative approach with a survey type of research (Busetto et al., 2020).

The study population was 134 PAUD teachers in the Nusaniwe sub-district. The sample in this study was 103 PAUD teachers in the Nusaniwe sub-district using a random sampling technique. As an initial stage in the data collection procedure, the authors collected information directly at PAUD institutions in the Nusaniwe sub-district. Initial data collection using interviews and questionnaires.

The measuring instrument in this study is data on variables obtained using an instrument in the form of a scale that the teacher must fill in. The questionnaire is compiled and formulated according to the Likert Scale. For each formulation of questions or statements, there are five scale options. Each scale is given an index score of one, so the cumulative score is five. Respondents' choice scale consisted of; Very Good; Good; Fair; Poor; Very Poor.

The data analysis technique used was multiple linear regression analysis, using the assistance of SPSS 20. This analysis was used to determine how much the effect of the independent variables, namely: Pedagogical competence (X1) and Professional Attitude (X2), on the dependent variable, namely the ability to manage assessments (Y).

## Results and Discussion

### Descriptive Analysis of Research Variables

Descriptive analysis can determine a data's minimum and maximum size, standard deviation, and variance. The results of descriptive analysis obtained from Pedagogic Competence (X<sub>1</sub>), Professional Attitude (X<sub>2</sub>), and The Ability of Authentic Assessment Management (Y) are presented in Table 1.

**Table 1. Descriptive Statistics of Research Variables**

Descriptive	The ability of authentic assessment management (Y)	Pedagogical Competence (X) <sub>1</sub>	Professional Attitude (X) <sub>2</sub>
N	103	103	103
Range	21	16	16
Minimum	121	129	54
Maximum	142	145	70
Mean	133,6893	138,0194	63,2816

In Table 1, it can be seen that the number of respondents used in this study was 103 respondents. Furthermore, the ability of the Authentic Assessment Management variable obtained a minimum value of 121, a maximum value of 142, and an average value (*mean*) of 133.6893. Meanwhile, the Pedagogical Competence variable obtained a minimum value of 129, a maximum value of 145, and an average (*mean*) of 138.0194. Meanwhile, the Professional Attitude variable obtained a minimum value of 54, a maximum value of 70, and an average value (*mean*) of 63.2816. In detail, the description of each variable is explained as follows.

### The ability of Authentic Assessment Management Variable (Y)

The data of The Ability of Authentic Assessment Management variables with a research instrument of 40 questions with five choices were analyzed so that the item scores can be determined as follows:

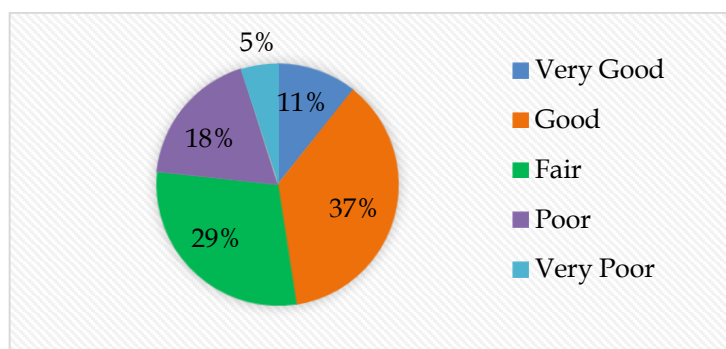
$$\begin{aligned} \text{Highest score } 4 \times 40 &= 160 \\ \text{Lowest score } 0 \times 40 &= 0 \\ \text{Range} &= 160 \end{aligned}$$

The detailed description of The Ability of Authentic Assessment Management in PAUD in Nusaniwe sub-district, Ambon City, based on absolute criteria that have been set, can be seen in Table 2.

**Table 2 Conversion Rate of The Ability of Authentic Assessment Management (Y)**

Interval	Frequency	Percentage	Criteria
139-142	11	11%	Very good
135-138	38	37%	Good
131-134	30	29%	Fair
127-130	19	18%	Poor
<127	5	5%	Very Poor
Total	103	100%	

In Table 2, it can be obtained that the number of respondents who perceive The Ability of Authentic Assessment Management in PAUD in Nusaniwe District is in the qualification or category of Very Good as many as 11 respondents (11%), qualification or category of Good as many as 38 respondents (37%), qualification or category of Fair as many as 30 respondents (29%) and the rest in the qualification or category of Poor as many as 19 respondents (18%) and qualification or category of Very Poor as many as five respondents (5%). In addition, a *mean* or average score of 133.68 was obtained, which lies in the interval 131-134 with sufficient qualifications. Therefore, the ability of Authentic Assessment Management in PAUD in Nusaniwe Sub-district, Ambon City, generally has qualifications or is in the Fair category. The results of descriptive analysis, when depicted in *pie chart* form, can be seen in Figure 1.



**Figure 1. The Ability of Authentic Assessment Management**

**Pedagogical Competence Variable (X<sub>1</sub>)**

The data of Pedagogical Competence variables with a research instrument of 40 questions with 5 choices were analyzed so that the item scores can be determined as follows:

Highest score 4 x 40 = 160  
 Lowest score 0 x 40 = 0  
 Range = 160

The detailed description of Pedagogical Competence in PAUD in Ambon City based on absolute criteria that have been set can be seen in Table 3.

**Table 3. Conversion of Pedagogical Competence Score (X)<sub>1</sub>**

Interval	Frequency	Percentage	Criteria
143-145	10	10%	Very good
140-142	28	27%	High
137-139	36	35%	Fair
134-136	19	18%	Poor
< 134	10	10%	Very Poor
Total	103	100%	

In Table 3 above, it can be obtained that the number of respondents who perceive Pedagogical Competence at PAUD in Ambon City in the qualification or category of Very Good is 10 respondents (10%), qualification or category of Good as many as 28 respondents (27%), qualification or category of Fair as many as 36 respondents (35%) and the rest in the qualification or category of Poor as many as 19 respondents (18%) and qualification or category of Very Poor as many as 10 respondents (10%). In addition, the *mean* value or average score is 138.01, which lies in the interval 137-139 with qualifications or is in the Fair category. Therefore, Pedagogical Competence at PAUD in Ambon City is a Fair qualification. The results of the descriptive analysis in *pie chart* form can be seen in Figure 2.

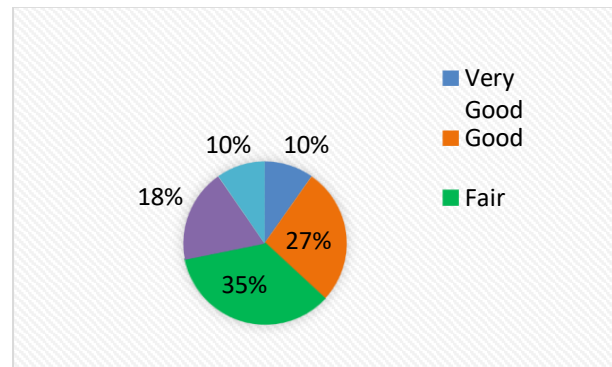


Figure 2. Pedagogical Competence

#### Professional Attitude Variable ( $X_2$ )

The data of the Professional Attitude variable in PAUD in Ambon City, with a research instrument of 28 questions with 5 options were analyzed so that the item score can be determined as follows:

$$\text{Highest score } 4 \times 28 = 112$$

$$\text{Lowest score } 0 \times 28 = 0$$

$$\text{Range} = 112$$

The detailed description of the Professional Attitude variable in PAUD in Ambon City based on absolute criteria that have been set can be seen in Table 4.

Table 4. Professional Attitude Score Conversion ( $X_2$ )

Interval	Frequency	Percentage	Criteria
68-70	5	5%	Very good
65-67	36	35%	High
62-64	36	35%	Fair
59-61	14	14%	Poor
<59	12	12%	Very Poor
Total	103	100%	

In Table 4 above, it can be obtained that the number of respondents who perceive the Professional Attitude variable at PAUD in Ambon City in the qualification or category of Very Good is 5 respondents (5%), qualification or category of Good as many as 36 respondents (35%), qualification or category of Fair as many as 36 respondents (35%) and the rest in the qualification or category of Poor as many as 14 respondents (14%) and the category of Very Poor as many as 12 respondents (12%). In addition, the *mean* or average score of 63.28 is obtained, which lies in the interval 62-64 with qualifications or is in the Fair category. Therefore, the Professional Attitude at PAUD in Ambon City generally has sufficient qualifications. The results of descriptive analysis, when depicted in *pie chart* form, can be seen in Figure 3.

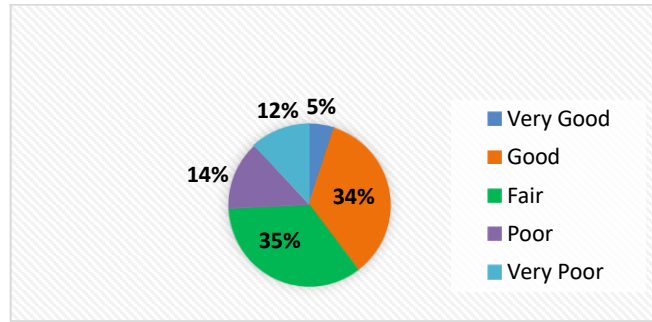


Figure 3. Professional attitude

**Assumption Testing**

Assumption testing to provide an overview of the extent to which the requirements have been met following the planned statistical analysis technique. Here are some tests that must be met using the regression analysis method.

**Normality Test**

A data normality test is a fundamental assumption that must be met in regression analysis, especially if using parametric statistics. If the assumption of normality is not met, the conclusions of the test results are not efficient. The normal distribution of data can be determined using the *Kolmogorov-Smirnov* test. The data processing results from the *Kolmogorov-Smirnov* test can be seen in Table 5.

Table 5. The Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test				
		The ability of authentic assessments management	Pedagogical Competence	Professional Attitude
N		103	103	103
Normal Parameters <sup>b</sup>	Mean	133.6893	138.0194	63.2816
	Std. Deviation	4.13742	3.58094	3.27324
	Most Extreme Differences			
	Absolute	.103	.106	.116
	Positive	.061	.063	.079
	Negative	-.103	-.106	-.116
Test Statistic		.103	.106	.116
Asymp. Sig. (2-tailed)		.092 <sup>c</sup>	.068 <sup>c</sup>	.072 <sup>c</sup>

Table 6. The Results of Normality Test Analysis

Variables	Asymp. Sig (p-value)	Significance Level (α)	Description	Data Distribution Description
Pedagogical Competence	0,092	0,05	0,092 > 0,05	Normal
Teacher's Professional Attitude	0,068	0,05	0,068 > 0,05	Normal
The Ability of Authentic Assessment Management	0,072	0,05	0,072 > 0,05	Normal

In Table 4.5, to find out the data is normally distributed, it can be seen from the significance value. The decision-making guideline is that if the significance value < 0.05, the

data is abnormal, and vice versa; if the significance value  $> 0.05$ , the data is said to be expected. Furthermore, the analysis results in Table 5 above can be presented more straightforwardly, as in Table 6. Table 6 shows that the significance value for the three variables shows a value of more than 0.05. It is concluded that the data is normally distributed.

### Linearity Test

The linearity test is intended to determine whether the relationship between the independent variables of Pedagogical Competence and thesis stress with morale is linear. Based on the calculation results, the linearity test results can be seen in Table 7.

**Table 7. The Results of the Linearity Test of Pedagogical Competence ( $X_1$ ) on The Ability of Authentic Assessment Management (Y)**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
The Ability of Authentic Assessment Management * Pedagogical Competence	Between Groups	(Combined)	1305.541	16	81.596	15.930	.000
		Linearity	1222.718	1	1222.718	238.705	.000
		Deviation from Linearity	82.823	15	5.522	1.078	.389
	Within Groups		440.517	86	5.122		
Total		1746.058	102				

Table 7 obtained a significant value in *deviation from linearity* = 0.389  $> 0.05$ . It means that  $H_0$  is accepted or it is concluded that Pedagogical Competence ( $X_1$ ) with The ability of Authentic Assessment Management (Y) has a linear relationship.

Meanwhile, the linearity test results are based on the  $F_{\text{count}}$  and  $F_{\text{table}}$  values, so the  $df_1$  and  $df_2$  must be found first

$$df_1 = k-1 = 3-1 = 2, df_2 = n-k = 103-3 = 100 \text{ and } F_{\text{table}} = 3.09.$$

Based on the calculation results, it is known that the  $F_{\text{count}}$  value of *deviation from linearity* is 1.078, and the  $F_{\text{table}}$  value is 3.09 or, in other words, the  $F_{\text{count}}$  value (1.078)  $< F_{\text{table}}$  (3.09). It is concluded that Pedagogical Competence ( $X_1$ ) and the ability of Authentic Assessment Management at PAUD in Ambon City (Y) have a linear relationship.

Based on Table 8, the significance value in *deviation from linearity* = 0.640  $> 0.05$ . It means that  $H_0$  is accepted, and it can be concluded that the Professional Attitude of Teachers ( $X_2$ ) with The Ability of Authentic Assessment Management (Y) has a linear relationship. Meanwhile, the results of the linearity test were based on the  $F_{\text{count}}$  and  $F_{\text{table}}$  values, so the value of  $df_1$  and  $df_2$  must be found first.

$$df_1 = k-1 = 3-1 = 2$$

$$df_2 = n-k = 103-3 = 100 \text{ and } F_{\text{table}} = 3.09.$$

**Table 8 The Results of Linearity Test of Professional Attitude ( $X_2$ ) on The Ability of Authentic Assessment Management (Y)**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
The Ability of Authentic Assessment Management * Professional Attitude	Between Groups	(Combined)	474.607	15	31.640	2.165	.014
		Linearity	305.714	1	305.714	20.919	.000
		Deviation from Linearity	168.893	14	12.064	.825	.640
	Within Groups		1271.451	87	14.614		
Total		1746.058	102				

Based on the calculation results, it is known that the  $F_{\text{count}}$  value of *deviation from linearity* is 0.825, and the  $F_{\text{table}}$  value is 1.98, or in other words, the  $F_{\text{count}}$  value (0.825) <  $F_{\text{table}}$  (1.98). It is concluded that the Professional Attitude of Teachers ( $X_2$ ) with The Ability of Authentic Assessment Management at PAUD in Ambon City ( $Y$ ) has a linear relationship.

### Multicollinearity Test

A multicollinearity test was conducted to detect regression models that do not contain linear relationships between predictor variables. If there is a strong correlation between predictor variables in a model, then the model has a multicollinearity problem. In forming a good regression model, it must avoid this problem. The *Tolerance* (Tol) or *Variance Inflation Factor* (VIF) value for each predictor variable can be used to detect the presence of multicollinearity in the model.

**Table 9. The Results of Multicollinearity Test of Pedagogical Competence Variable ( $X_1$ ), Professional Attitude ( $X_2$ ) on The Ability of Authentic Assessment Management ( $Y$ )**

Model	Coefficients				Collinearity Statistics		
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	-2.181	8.627		-.253	.801		
Pedagogical Competence	.914	.067	.791	13.684	.000	.859	1.165
Professional Attitude	-.153	.073	.121	2.091	.039	.859	1.165

Table 9 shows that the *Tolerance* value of the Pedagogical Competence ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) Variables is 0.859, greater than 0.10. Meanwhile, the VIF value of the Pedagogical Competence Variable ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) is 1.165, smaller than 10.00. Therefore, there are no indications of multicollinearity problems in the predictor variables.

### Research Hypothesis Test

Hypothesis testing in this study aimed to test the three hypotheses. The first test is to test whether there is a positive influence between Pedagogical Competence ( $X_1$ ) on The Ability of Authentic Assessment Management at PAUD in Ambon City ( $Y$ ). The second test was to test whether there is a positive influence between the Professional Attitude of Teachers ( $X_2$ ) on The Ability of Authentic Assessment Management at PAUD in Ambon City ( $Y$ ). Furthermore, the third test is to test whether there is a positive influence of Pedagogical Competence ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) together on The Ability of Authentic Assessment Management ( $Y$ ) in PAUD in Ambon City. To test these three hypotheses, simple linear regression analysis and multiple linear regression were used.

### Hypothesis Testing 1: There is a Positive Effect of Pedagogical Competence ( $X_1$ ) on The Ability of Authentic Assessment Management ( $Y$ )

Simple linear regression analysis was intended to test how much positive influence Pedagogic Competence has on The Ability of Authentic Assessment Management. Furthermore, it can be written in the following hypothesis.

$$H_0 : \mu_1 = 0 \text{ (} X_1 \text{ has no effect on } Y \text{)}$$

$$H_0 : \mu_1 \neq 0 \text{ (} X_1 \text{ affects } Y \text{)}$$

Furthermore, the results of the simple linear regression method are shown in Table 4.10 below.

**Table 10. The Results of Analysis of Variance of Regression of Pedagogical Competence Variables ( $X_1$ ) on the Ability of Authentic Assessment Management (Y)**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1222.718	1	1222.718	235.973	.000 <sup>b</sup>
Residuals	523.341	101	5.182		
Total	1746.058	102			

Based on Table 10, it can be seen that the value of  $F_{\text{count}} = 235.993 > F_{\text{table}} = 3.09$  with a Sig value of  $0.000 < 0.05$ .  $\alpha = 0,05$ . Therefore, it can be concluded that  $H_0$  is rejected. It means that Pedagogical Competence ( $X_1$ ) positively influences The Ability of Authentic Assessment Management (Y).

The test of the significance of simple linear regression coefficients is done using the test  $t$ , and the results can be seen in Table 11.

**Table 11: The Results of Simple Linear Regression Coefficient of Pedagogical Competence Variables ( $X_1$ ) on The Ability of Authentic Assessment Management (Y)**

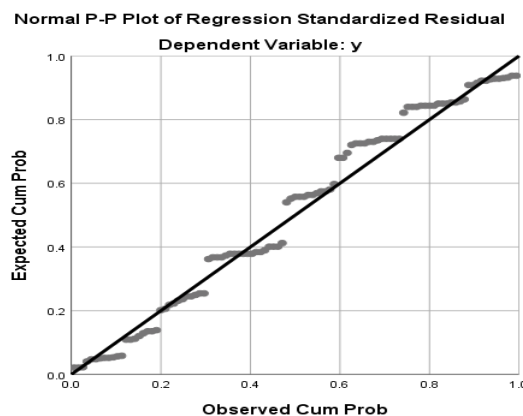
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.243	8.690			.028	.978
Pedagogical Competence	.967	.063	.837	15.361	.000	

Based on Table 11, the simple linear regression equation model is as follows:

$$\hat{Y} = 0,243 + 0,967X_1$$

Furthermore, from the model, it can be interpreted that with every score change or increase in Pedagogical Competence score ( $X_1$ ) by 121 (the lowest score for  $X_1$ ), The Ability of Authentic Assessment Management (Y) score will be  $0.243 + 0.967(121) = 117.25$ .

The regression equation illustrates that the increase in Pedagogical Competence score tends to be followed by The Ability of Authentic Assessment Management. Quantitatively, Pedagogical Competence contributes to The Ability of Authentic Assessment Management by 0.967 in a positive direction with a constant of 0.243. The graph of the equation can be seen in Figure 4.

**Figure 4. Hypothesis 1 equation**

For simple linear regression based on Table 11, the value of  $t_{\text{count}} = 15.361$  with a significance value of 5% and degrees free  $df = n-2 = 103-2 = 101$ , then  $t_{\text{table}} = 1.983$  ( $t_{\text{count}} > t_{\text{table}}$ ) is obtained so  $H_0$  rejected. Therefore, there is a positive influence between Pedagogical

Competence on The Ability of Authentic Assessment Management in PAUD in Ambon City. Furthermore, the *coefficient of determination* is obtained by looking at Table 12.

**Table 12. The Results of the Coefficient of Determination of Pedagogical Competence Variables ( $X_1$ ) on The Ability of Authentic Assessment Management (Y)**

Model	R	R Square	Model Summary <sup>b</sup>	
			Adjusted R Square	Std. Error of the Estimate
1	.837 <sup>a</sup>	.700	.697	2.27631

In Table 12, it is obtained the results of the correlation value ( $R$ ) = 0.837. It means that Pedagogical Competence and The Ability of Authentic Assessment Management have a strong enough relationship. The amount of influence of the independent variable (Pedagogical Competence) on the dependent variable (The Ability of Authentic Assessment Management) can be known from the *coefficient of determination* ( $R^2$ ) of 0.700. Therefore, the influence of Pedagogical Competence on The Ability of Authentic Assessment Management is 70%. Meanwhile, the remaining 30% is influenced by other variables outside the study.

### **Hypothesis 2 Testing: There is a Positive Effect of Teacher Professional Attitude ( $X_2$ ) on The Ability of Authentic Assessment Management (Y)**

Simple linear regression analysis is intended to test how much positive influence a Teacher's Professional Attitude has on The Ability of Authentic Assessment Management. Furthermore, it is written in the hypothesis as follows:

$$H_0 : \mu_2 = 0 \text{ (} X_2 \text{ has no effect on Y)}$$

$$H_0 : \mu_2 \neq 0 \text{ (} X_2 \text{ affects Y)}$$

**Table 13: The Results of Analysis of Variance of Regression of Teacher Professional Attitude Variables ( $X_2$ ) on The Ability of Authentic Assessment Management (Y)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	305.714	1	305.714	21.437	.000 <sup>b</sup>
Residuals	1440.344	101	14.261		
Total	1746.058	102			

Furthermore, the results of the simple linear regression method are shown in Table 13. Table 13 shows that the value of  $F_{hitung} = 21.437 > F_{table} = 3.09$  with a Sig value of  $0.000 < \alpha = 0,05$ . Therefore, it can be concluded that  $H_0$  is rejected. It means that Teacher's Professional Attitude ( $X_2$ ) positively influences The Ability of Authentic Assessment Management (Y).

To test the significance of simple linear regression, coefficients are done using the test  $t$ , and the results can be seen in Table 14.

**Table 14. The Results of Simple Linear Regression Coefficient of Teacher Professional Attitude Variables ( $X_2$ ) on The Ability of Authentic Assessment Management (Y)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	100.219	7.238		13.845	.000
Professional Attitude	-.529	.114	.418	4.630	.000

Source: SPSS data processing results. 25

Based on Table 14, the simple linear regression equation model is as follows:

$$\hat{Y} = 100,219 - 0,529X_2$$

Furthermore, from the model, it can be interpreted that with every score change or increase in the score of Teacher Professional Attitude ( $X_2$ ) by 54 (the lowest score for  $X_2$ ), the score of The Ability of Authentic Assessment Management ( $Y$ ) will be  $100.219 - 0.529(54) = 128.515$ .

The regression equation illustrates that The Ability of Authentic Assessment Management follows the increase in the Teacher's Professional Attitude score. Quantitatively, a Teacher's Professional Attitude contributes to The Ability of Authentic Assessment Management by 0.529. In a positive direction with a constant of 100.219. The graph of the equation can be seen in Figure 5.

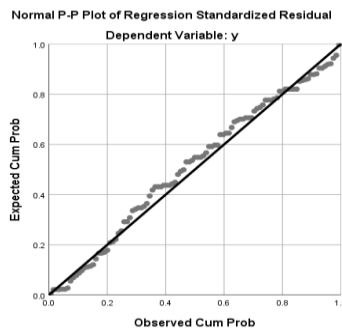


Figure 5. Hypothesis 2 equation

For simple linear regression based on Table 11, the value of  $t_{count} = 4.630$  is obtained with a significance value of 5% and the degree of freedom  $df = n - 2 = 103 - 2 = 101$ , then  $t_{table} = 1.983$  ( $t_{count} > t_{table}$ ), so  $H_0$  is rejected. Therefore, there is an influence between the Professional Attitude of Teachers with The Ability of Authentic Assessment Management in PAUD in Nusaniwe Sub-district, Ambon City. Furthermore, the *coefficient of determination* is obtained by looking at Table 15.

Based on Table 15, the correlation value ( $R$ ) = 0.418 is obtained. It means that the Professional Attitude of the teacher and The Ability of Authentic Assessment Management have a moderate relationship. The amount of influence of the independent variable (Teacher Professional Attitude) on the dependent variable (The Ability of Authentic Assessment Management) can be known from the *coefficient of determination* ( $R^2$ ) of 0.175. Therefore, the influence of the teacher's Professional Attitude is 17.5%. Meanwhile, the remaining 82.5% is influenced by other variables outside the study.

Table 15. The Results of the Coefficient of Determination of Teacher Professional Attitude Variables ( $X_2$ ) on The Ability of Authentic Assessment Management ( $Y$ )

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418 <sup>a</sup>	.175	.167	3.77635

**Hypothesis Testing 3: There is a Positive Effect of Leadership ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) Together on The Ability of Authentic Assessment Management ( $Y$ )**

Multiple linear regression analysis is intended to test how much positive influence Pedagogic Competence and Professional Attitude of Teachers have on The Ability of Authentic Assessment Management at PAUD in Ambon City. Furthermore, it is written in the hypothesis as follows:

$$H_0 : \mu_i = 0; i=1,2 \text{ (} X_1 \text{ and } X_2 \text{ have no effect on } Y \text{)}$$

$$H_0 : \mu_i \neq 0 \quad (X_1 \text{ and } X_2 \text{ affect } Y)$$

Furthermore, the results of the multiple linear regression method are shown in Table 16.

**Table 16. the Results of Multiple Linear Coefficients of Pedagogical Competence ( $X_1$ ) and Teacher Professional Attitudes ( $X_2$ ) on The Ability of Authentic Assessment Management (Y)**

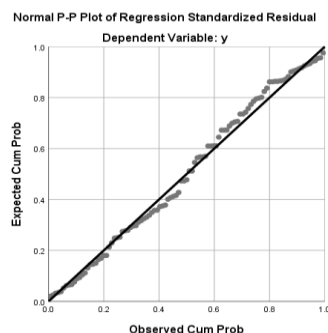
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-2.181	8.627		-.253	.801
Pedagogical Competence	.914	.067	.791	13.684	.000
Professional Attitude	-.153	.073	.121	2.091	.039

Based on Table 16, the multiple linear regression equation model is as follows:

$$\hat{Y} = -2,181 + 0,914X_1 - 0,153X_2$$

Furthermore, the coefficients  $b_1$  and  $b_2$  are called regression direction coefficients and express the average change in the variable The Ability of Authentic Assessment Management (Y) for each Pedagogical Competence ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) each by one unit so that from the equation can be translated: 1) The constant of -2.181 states that if there is no value of Pedagogical Competence ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) then the value of The Ability of Authentic Assessment Management at School is -2.181. 2) The regression coefficient  $X_1$  of 0.914 states that for every additional 1 value of Pedagogical Competence, the value of The Ability of Authentic Assessment Management increases by 0.914. 3) The regression coefficient  $X_2$  of -0.153 states that for every additional 1 value of Teacher Professional Attitude, the value of The Ability of Authentic Assessment Management decreases by 0.153.

Furthermore, to test the significance of multiple linear regression coefficients, the following tests were conducted t. The tcount value for the regression coefficient  $X_1$  is 13.684 with a sig value = 0.000, and the tcount value for the regression coefficient  $X_2$  is 2.091 with a sig value = 0.039. When compared to  $\alpha = 0.05$  for, both sig values are smaller than  $\alpha$ . It shows that the Pedagogical Competence and Professional Attitude of Teachers affect The Ability of Authentic Assessment Management at PAUD in Ambon City.

**Figure 6. Hypothesis 3 equation**

Furthermore, the effect of Pedagogical Competence and Professional Attitudes of Teachers on The Ability of Authentic Assessment Management at PAUD in Ambon City can be seen in Table 17.

Based on Table 17, the value of  $f_{\text{count}} = 124.116$  is obtained. The value of  $F_{\text{table}}$  was obtained by calculating using the formula  $df_1 = k-1 = 3-1=2$ , while  $df_2 = n-k = 103-3 = 100$ , then obtained the value of  $F_{\text{table}} = 3.09$ . The interpretation of Table 4.17 states that  $F_{\text{count}} = 124.116 > F_{\text{table}} = 3.09$ . Furthermore, for significance, the sig value =  $0.000 < \alpha = 0.05$ , then reject  $H_0$  and accept  $H_1$ . It means that Pedagogical Competence ( $X_1$ ) and Professional Attitude of Teachers ( $X_2$ ) together influence The Ability of Authentic Assessment Management (Y) in PAUD in Ambon City.

**Table 17. The Results of Analysis of Variance of Multiple Linear Regression of Pedagogical Competence ( $X_1$ ) and Teacher Professional Attitude ( $X_2$ ) Variables on The Ability of Authentic Assessment Management (Y)**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1244.651	2	622.325	124.116	.000 <sup>b</sup>
Residuals	501.407	100	5.014		
Total	1746.058	102			

The amount of the influence of perceptions of Pedagogical Competence and Professional Attitudes of Teachers simultaneously on The Ability of Authentic Assessment Management in PAUD in Ambon City can be known based on the *coefficient of determination* ( $R^2$ ) as table 18.

**Table 18. The Results of the Coefficient of Determination of Pedagogical Ability Variables ( $X_1$ ) and Teacher Professional Attitudes ( $X_2$ ) on The Ability of Authentic Assessment Management (Y)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844 <sup>a</sup>	.713	.707	2.23921

Based on Table 18, the correlation value ( $R$ ) = 0.844 is obtained, which means that the relationship between the variables of Pedagogical Competence and Teacher Professional Attitude has strong relationship. The amount of influence of the independent variables (Pedagogical Competence and Teacher Professional Attitude) on the dependent variable (The Ability of Authentic Assessment Management) can be known from the *coefficient of determination* ( $R^2$ ), which is 0.713. Thus, the amount of the influence of pedagogical competence and professional attitudes of teachers on The Ability of Authentic Assessment Management in PAUD in Ambon City is 71.3%. Meanwhile, the remaining 28.7% is influenced by other variables outside the study.

The results of testing conducted in the study following Theory and previous research that the level of Pedagogical Competence ( $X_1$ ) and Professional Attitudes of teachers ( $X_2$ ), as well as The Ability of Authentic Assessment Management (Y) in PAUD in Ambon City, are in the "Fair" category.

It shows that high teacher pedagogical competence will result in a higher Ability for Authentic Assessment Management and vice versa. Pedagogical competence is reflected in several indicators, such as teachers' teaching methods to contact learners or students in the learning process. A suitable method used in the learning process will generate student enthusiasm in the learning process and can achieve maximum learning outcomes. Likewise, pedagogical competence is reflected in the teaching style carried out by the teacher in learning, and the teaching and learning situation changes so that learning objectives can be achieved. To determine whether or not the learning objectives achieved can be seen from the evaluation of the student learning outcomes process. (Pahrudin et al., 2016).

According to the research results, authentic assessment maximally improves teachers' academic professionalism. These results coincide with studies in the literature. Authentic assessment with a constructivist approach significantly improves the academic achievement of teacher professionalism (Ozan, 2019). The constructivist approach of professional teachers oriented to authentic tasks significantly improves academic achievement and problem-solving skills (Batlolona et al., 2018; Wartono et al., 2018; Batlolona & Jamaludin, 2022). In research conducted by Suciayati Sartika et al. (2020), it was concluded that authentic evaluation practices significantly improved the problem-solving skills of prospective teachers. In a study conducted by Pullu & Gömleksiz (2021), it was found that authentic task-oriented applications increased the achievement of experimental group students more in the form of increased self-confidence, problem-solving, and creativity than control group students. Ismail et al. (2022)

also found that aspects of authentic-formative assessment are essential in undergraduate student achievement. It can be said that authentic assessment involves formative assessment that requires active use of feedback as a process-based evaluation.

The influence of teachers' pedagogical competence and professional attitudes on their Ability to Authentic Assessment Management in PAUD is also influenced by the effective use of digital technology in their future teaching careers and assessment processes. These courses generally focus on building students' confidence and attitudes toward using digital resources in teaching and learning and developing hardware and software requirements to facilitate teacher performance. Many studies have shown that technological approaches are efficient for building a broader and deeper understanding of the knowledge and abilities teachers need to educate students for future life. (Falloon, 2020). In the recent past, when the world was faced with Covid 19, it significantly disrupted teachers' pedagogical competence and professional attitudes towards The Ability of Authentic Assessment Management in PAUD, so training and practice in using technology in learning and assessment is needed. (Pokhrel & Chhetri, 2021).

## Conclusion

Pedagogical competence and teachers' professional attitudes affect The Ability of Authentic Assessment Management in PAUD. Based on the results of this study, efforts can be made to improve The Ability of Authentic Assessment Management. Improving the teacher's pedagogical competence and professional attitude will help improve The Ability of Authentic Assessment Management, and the development and success of education can be achieved. Based on the conclusions that have been described, the suggestions given are as follows, 1) For Principals, as leaders, they should further increase openness to subordinates so that they can provide solutions and motivate subordinates to encourage further the process of practical school sustainability, including having self-confidence, being exemplary, and establishing strong interpersonal relationships. 2) Teachers, as a whole, must actively follow their duties and functions and improve pedagogical competence so that all activities run well and the resulting teacher performance is more effective and efficient in impacting students and schools. 3) For future researchers, it is necessary to conduct similar research with a broader population and involve other factors that affect The Ability of Authentic Assessment Management by using other data collection methods, for example, the interview method, so that more complex data will be obtained.

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