

Classroom Assessment Implementation Practices (PBD) in Primary Schools in Malaysia

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Abstract:

This study aims to identify practices in Classroom Assessment (PBD) that need to be applied by teachers in Malaysia. The objective of the study is to identify classroom assessment practices in teacher teaching. This paper is in the form of a concept paper to identify the best practices in the implementation of PBD through analysis of documents related to PBD. The findings of this concept paper show that there is indeed a need to develop an assessment module for each subject to facilitate teachers in the implementation of PBD in schools. This is because teachers need to be guided with enough material so that the generation of Human Capital that is educated achieve what is desired in the National Education Philosophy.

Keywords: Assessment Module, Classroom Assessment

Introduction

Toffler claims that the biggest challenge in the 21st century is not learning, but not learning. However, it is better to try than to keep failing at change. Cheung (2001) states that there are various reasons why change and innovation can fail. He stated that one of the reasons is the concern of the staff involved in trying innovation, which is the most important. Classroom Assessment (PBD) from the end of 2016. PBD maintains all concepts of School Assessment and involves determining the level of student mastery in each subject. This level of mastery is stated in the Performance Standards as found in the Curriculum and Assessment Standard Document (DSKP) of all subjects under the National Preschool Standard Curriculum (KSPK), the Primary School Standard Curriculum (KSSR), the Transition Class Standard Curriculum (KSPK) and the School Standard Curriculum Secondary (KSSM). Apart from Performance Standards, Content Standards and Learning Standards are also referred to in the implementation of Classroom Assessment. Content Standard (SK) is a specific statement about what students should know and be able to do in a school period covering aspects of knowledge, skills and values. The Learning Standard (SP) is a set of criteria or indicators of the quality of learning and achievement that can be measured for each content standard. While the Performance Standard (SPi) is a set of general criteria that show the levels of mastery that students need to exhibit as a sign that a subject has been mastered by the student.

Problem statement

The implementation of School Based Assessment is in line with the Malaysian Education Development Plan 2013-2015 which contains six main elements namely;

1. Knowledge

2. Thinking skills
3. Leadership Skills
4. Bilingual competence
5. Ethics and Spirituality
6. Nationality

This identity must be equipped by all students so that they can compete at the world level. This plan is not in line with the National Education Philosophy (Ministry of Education, 2012b). However, there are also pros and cons in different assessment systems, namely summative and formative. However, there is a significant weakness in the teacher-facilitator approach if the teaching staff is not prepared to deal with students who are not proactive. Not only that, there may be other challenges in the implementation of formative assessment because the teacher's ethics are the collateral. If the teacher evaluates well, then the validity of the score is correct.

Purpose of the Study

In forming a relevant literature review, this article will focus on one main objective, which is to identify teachers' practices in implementing assessment in schools.

Literature Research

Iktisas Circular Letter No. 14 of 2018, the school's internal exams which are mid-year and end-of-year for students in level one which are years 1, 2 and 3 in primary school have been abolished from 2019. To achieve that wish, activities such as storytelling, simple projects, games, role plays and quizzes have been suggested. In addition to the suggested activities, educators can also conduct PBD in a creative and interesting form according to their respective expertise. Although the assessment activity proposal was given by the Malaysian Ministry of Education (KPM) in SPI Bill 14/2018, still 46.7 percent did not conduct assessment after PdPc. The abolition of the examination assessment for level one students is in line with the PdPc concept which focuses more on the development of students more specifically and to create a more interesting learning atmosphere (SPI Bil 14/2018) by using classrooms (PBD). An assessment module that focuses on task-based assessment, assessment in PdPc. In this study, a holistic instrument was used to assess student performance standards for the attack category game, which is the teacher's observational assessment that includes the psychomotor, cognitive and affective domains. The measuring instrument for this study was built based on five main sources, namely the Teaching Guidebook), Textbook, Curriculum and Assessment Standard Document (DSKP), Specialized Circular No. 1/2014 and PPPM 2013-2025. The results of the study found that the validity of the Learning Assessment Model (MPP) instrument for the attack category game was high for both validity processes in the study. Meanwhile, the reliability and validity of the learning assessment model instrument for the attack category game between two testers for the achievement of students' mastery of the three learning domains showed a strong correlation. Based on the findings, this learning assessment model is suitable to be used as a standard instrument to assess the level of student mastery.

Discussion

The overall study shows that there are various methods in making assessments. However, there are also constraints in implementing it such as teachers not having enough time to prepare assessment

instruments in carrying out assessments. Assessment materials are provided to reduce the burden on teachers, but most teachers do not take advantage of them. They often use reference books that are not necessarily valid as assessment questions that will be recorded as student achievement levels according to Othman, Siti Esah, Ahmad Fuaad, Azali and Omar (2013). If we develop a module for teachers to make assessments it is very good to guarantee the validity of the assessment given to students in the classroom. Based on modules, year teaching planning and a standard test specification schedule can guarantee the quality of questions or assessment instruments even though this School-Based Assessment is assessed based on the Level of Achievement that has been set criteria according to the Malaysian Ministry of Education which has six levels. Teachers no longer need to buy exercise books as assessment instruments. Therefore, the authority's recommendation is to provide a Special Module that makes the main source of reference for teachers according to the subject being taught. Not only that, the module developed can help teachers improve their practice in conducting assessments. At the same time, it can improve the quality of education in the country. In addition to being able to hone and unearth the talents and skills of students in the classroom in meeting challenges in the future.

Conclusion

The findings of the study can have a positive impact on various parties, especially students and teachers. Teachers can carry out Classroom Assessments in a conducive and confident manner by using assessment modules that contain assessment practices and methods. Not only that, the assessment module can also be shown as an assessment record to guardians who want to know their children's progress in certain subjects. In addition, the use of the assessment module also involves the instructors directly in the implementation of Malaysian education policy. In conclusion, the results of the study prove that the development of an assessment module is very important and necessary for now for teachers who will always carry out assessments because this PBD assessment is a holistic and continuous assessment.

Reference

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