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Courses and Training: Understanding against School Based Assessment Management System

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ABSTRACT

This article aims to identify the impact of the course the School-Based Assessment (SBA) against the level of understanding of teachers Living Skills in secondary schools for producing management system SBA that efficiently and effectively. School-Based Assessment (SBA) implemented in phases starting in early 2011 was a transformation in the education system to develop human capital in a holistic manner with emphasize the mastery of knowledge, intellectual capital, and the adoption of a progressive culture that values, ethics and morality. To meet this educational transformation, the Teacher Education Division has provided appropriate training programs and sufficient for increasing understanding among teachers in the management of SBA. For manage the school-based assessment, teachers must understand how SBA implementation carried out can be planned, administered, give scores, and reported in a systematic manner in accordance with procedures prescribed by the Malaysian Examinations Board (MMB). Through a strong understanding can help teachers implement assessment tasks properly and efficiently in increasing the effectiveness of teaching. This article provides information on the analysis of the level of understanding living skills teachers was attending a SBA course so as to create an efficient management assessment. Analysis of information and data obtained from 14 secondary schools in the District of Jasin, Melaka.

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Introduction

Ministry of Education (2006), the Education Development Master Plan 2005-2010, sets out that schools in Malaysia acts as the examination operator involved in the center examination. Malaysian Examination Board which coordinates center exam requires assistance and cooperation from the school in implementing school-based assessment. Furthermore the Ministry of Education intends to transform education to the school-based assessment system aimed at improving exam Lower Secondary Assessment (PMR) to be abolished by 2014. The Utusan Malaysia newspaper report October 20, 2013, also states that 2013 is the final year for form three students sit for public examinations.

PMR is not actually removed, and will continue in the years to come with the format will be modified in the form of a new one. This change is consistent with the transformation of education to make more holistic assessment methods and is capable of evaluating the abilities of students through various components. Description transformational curriculum and assessment can be found through 'Chapter 4 - Learning Students' in Education Development Plan (MECC) 2013-2025, which was launched by Deputy Prime Minister Tan Sri Muhyiddin Yassin recently (Alimuddin Mohd Dom, Utusan Malaysia October 20, 2013).

PBS is currently running in all primary and secondary schools in Malaysia. The primary school PBS has now been implemented for year 1,2 and 3. PBS next year will run again for year four while for secondary school already started in 2012. (Abdullah Abdul Rahman, Utusan Malaysia September 2, 2013). Teacher reception is very important in ensuring the implementation of the SBA is geared toward achieving the desired objectives and to produce excellent human capital.

Implementation of School Based Assessment

In a National Seminar evaluation KBSM year 1996, several weaknesses in the implementation of the KBSM at school have been identified that are too geared toward exam-oriented and suggested that the form be reviewed and given due recognition School Based Assessment (Zalina, 1996). Implementation of PBS also contained in the Education Development Master Plan and the National Integrity Plan and it shares the aspirations and objectives of the National Mission. A holistic assessment combining the PBS with the assessment center. It is said to be able to assess students' cognitive (intellectual), the ability of affective (emotional and mental) and psychomotor (physical) line with will the National Education Philosophy. Students are not evaluated at the end of the year or at the end of the lesson. On the other hand, they evaluated throughout the learning process (Ministry of Education, 2007).

Statement is supported by Deputy Prime Minister Tan Sri Muhyiddin Hj Mohd Yassin, who is also Education Minister, in his speech, he stressed that the PBS will provide opportunities for pupils to improve their overall potential and to become more creative and innovative with the continued assistance from teachers (Ministry Education, 2012). The same is stated by Datuk Dr. Sipon Ahamad, former Director of Education in the message in conjunction with the National Teachers' Day 2007: PBS is an attempt to generate human capital performance by the teacher should identify and develop potential students.

The implementation of PBS, the most accurate approach can be used to monitor and evaluate whether the six characteristics of pupil aspirations of knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality and national identity really be developed in students through

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teaching and learning in school (Minister of Education, 2013). Thus the transformation of education is an effort by the government through the Ministry of Education to develop a holistic human capital by emphasizing mastery of knowledge, intellectual capital and practice of ethics and morality.

In general, educational assessments conducted to obtain information related to the field of educational progress of students, the effectiveness of teaching and learning strategies as well as the effectiveness of the curriculum (Education Minister Tan Sri Musa Mohamad, Utusan Malaysia, May 12, 2003). The same was disclosed by Morgan and Watson (2002), namely through the assessment of teaching and learning, teachers, students, parents, administrators and educational planning has a solid foundation for improving the effectiveness of teaching and learning effectiveness. It is clear that implemented PBS in order to increase student achievement, improve weaknesses or problems of students in learning and help teachers to modify their teaching strategies.

Teachers are the backbone of the education transformation system is a key factor determining the success or failure of the implementation of the education system. There are some researchers among them Black and William (1998) in their report confirms that teacher evaluation criteria are essential to enrich the learning experience thereby achieving quality education. Crooks (1998) the assessment helps teachers assess what is important to learn, have an impact on self-motivation, self competency and structure their approach during the research, strengthen teaching and learning and influence the development of teaching strategies and skills. Through PBS also, teachers are able to plan and modify teaching and conducting appropriate follow-up action immediately. Therefore, a good understanding of the PBS will provide space for teachers to educate and disseminate knowledge according to their cognitive ability and literacy ability pupils. A good understanding will enable teachers to have a strong tendency to improve quality PBS.

Management of School Based Assessment.

School Assessment means the provision of examination questions and answers will be managed by the teacher in the school. Content of the questions include learning and teaching from Form 1 to Form 3. School Assessment was a written assessment prepared by the Malaysian Examinations Board (MMB). MMB will provide assignments, assessment instruments equivalent, scoring rules, timelines and guidelines. However, teachers will be given responsibility for administering, assessing and scoring student answers based on the rules and guidelines set by the MMB. This means that from 2014, all subjects in the PMR will be assessed in the form of School Based Assessment by the teachers in the school. No more centralized examination conducted simultaneously throughout the country controlled entirely by the MMB as practiced before. (Alimuddin Mohd Dom, Utusan Malaysia, October 20, 2013).

To implement school-based assessment should follow a system that has been set by the Malaysian Examination Board. It is through the process of designing, building tools, the assessment, recording, analyzing and reporting information. It also leads action to follow up. It is a process that always occurs as indicated by Davids (2000), he describes that assessments cycle suggest all four functional assessment requires evidence collected performance or achievements, and a result of the assessment of some action pursued. This assertion is supported by Elias (2008), the study found that PBS will be administered at the school level by reference to the information gathering and

assessment and it is implemented by teachers appointed as appraisers. Ee Ah Meng (1997) also explained the same thing, namely, the assessment is part of the assessment activity that involves a continuous process of gathering information in order to test hypotheses, make decisions and ask questions.

Pupils are assessed fairly and equitably as individuals in a society based on ability, aptitude, talent and potential, without comparison with others. It should be noted that the Assessment Reference Standards do not compare the performance of a student with other students but reported the performance of students in learning to explain the progress and growth students in learning with reference to the standard statement. (Norizan Abdul Muhid, Utusan Malaysia, August 6, 2012). Teachers should conduct a fair assessment of student work. The criteria evaluated in the assessment should be the same for all students, teachers should ensure that the affective or emotional teachers while implementing the PBS. In a study conducted Elias (2008), found that the concept is moderate with PBS also refers to efforts to ensure that each pupil is assessed based on the same thing. This fact supports the view of Ee Ah Meng (2003), which states students should feel that the assessment conducted on them are objective and not based on emotions or feelings of teachers.

Next teachers also need to understand the mechanism for coordinating and monitoring the implementation aims to improve the reliability and validity of assessment scores and thus can guarantee the quality of the SBA. According to the Malaysian Examinations Board (2007), in order to guarantee the quality of SBA implementation, coordination and monitoring will be implemented to improve the reliability and validity of assessments undertaken scores in school coordination and monitoring mechanisms are implemented to improve the reliability and validity of assessment scores to ensure quality in SBA. To ensure the quality assessment of the implementation of the circular was issued, according to the Professional Circular, Number 11/2007 dated July 9, in order to guarantee the quality of SBA implementation, coordination and monitoring mechanisms will be implemented to improve the reliability and validity of assessment scores are implemented. In the PBS implementation, tracking and reporting is also important. Detection is the process of assessing the PBS program in terms of achieving the objectives, strengths and weaknesses as well as its impact on the objective of improving the program. Positive reporting is also a concept of PBS. The reported scores showed that the pupil and this can be improved and enhanced from time to time (the Malaysian Examination Board, 2007).

Courses and Training

Teachers play a major role in the management of SBA. , A study by Elias (2008), found that teachers should equip themselves with the necessary knowledge and skills in this field. Therefore, the coursework and training required to provide the skills, knowledge, understanding and values to educators in order to improve the professional level of teachers. BPG director, Datuk Mohd Ghazali Ab. Rahman, Utusan Malaysia, October 22, 2012, said they have to provide training programs that are appropriate and sufficient to enhance understanding among teachers on the implementation of PBS at the same time meet the government's intention to produce a higher quality students. Another thing, most importantly, teachers need to understand the concept of SBA implementation because if not understand, many problems may arise such as increased workload and other issues. Ee Ah Meng (1997), also stated that the courses and training is also a part of the efforts to improve the performance of current or future employees through

learning, improving affordability skills, perform a behavior and develop skills and knowledge. The statement was agreed by Aiken (1970), the event of a change in curriculum implementation should be given training and courses. The course basically aims to develop individual teachers through exposure, increase their knowledge and skills and build up expertise in implementing school-based assessment system.

In the event of fraud and irregularities that would become the prey are potential students to contribute their energy and expertise to the development of the country and nation. A study conducted by Rohaya Talib and Mohd Najib Abdul Ghafar (2008) found that assessment practices among teachers who are not competent to carry negative implications of failing teachers monitor learning progress due to lack of knowledge, can not produce a fair result, poor lesson planning and unable to uncover the true potential of students, report student achievement in subjects inappropriate for parents, resulting in mistrust and doubt in the process of assessing the quality of the assessment result is questioned by many parties as a result of the assessment of accountability that fail to be fully implemented. This was disclosed by Shepard (2000) and Raffan (2002), based on overseas studies show the implementation of school-based assessment raises many issues including validity, reliability, practicality, administration, monitoring and so on. The implementation of school-based assessment also involves the belief attitudes, training, knowledge and skills. Tan (2010) noted, in the case study on the number of schools to identify multiple causes, constraints and problems that affect the implementation of PBS in schools. Among these micro factors such as professional practices and hold teachers philosophy and macro factors include the culture, the tradition of leadership in education including mold suitability assessment and bureaucratic practices should take into account students' needs and constraints faced by teachers.

Conclusion

As a teacher must implementing policies that better reflect the community to prevent parents skeptical and distrustful of the future of their children. Thus the teacher must be prepared in terms of knowledge and understanding of the SBA to be implemented. The results of the study showed the effectiveness of SBA training courses conducted by the Department of Education at a high level, especially for Living Skill teachers of Jasin District. Thus, the commitment and support very high by all responsible parties in order to strengthen the management of SBA as described by Baharin (2010), that the readiness level are always in a high state of readiness in knowledge. Meanwhile, the administration is also influenced by the willingness of teachers monitoring superiors, document management method, the validity of the scores, the efficiency of the implementation, personal recognition and confidence of others on the appraiser. In addition, the training also assists organizations in planning manuis resources by creating a competent and motivated individuals. Aiken (1970), mentions the course basically aims to develop individual teachers through exposure, increase knowledge, skills, and build up expertise in implementing SBA. Courses and training can help teachers, particularly teachers who teach Living Skill. Training and courses not only provide knowledge but also give input, confidence and stability in the implementation of SBA. The study indicated that guidance plays an important role in the assessment, especially from the top. It gives recognition and confidence of teachers in decision-making as indicated by Choate (1995), when the teacher is at a high level of confidence, they will be effective appraiser in accordance with their high level of readiness.

Should the guidance given to teacher quality, with negative implications for pupils is very large as a result of past studies have been conducted by that's Rohaya Talib and Mohd Najib Abdul Ghafar (2008) In their study the results of the assessment showed that's Practices Teachers who are not competent to carry negative implications for the teacher failed to monitor learning progress due to lack of knowledge, can not produce a fair result, planning lessons and weak unable to unearth the true potential of students, report the performance of pupils in lessons is not accurate to the parents, the resulting in mistrust and doubt in the assessment process causes of questionable quality assessment by various parties as a result of the failure of accountability assessments are fully implemented. Above statement explains that programs and training courses organized by the department should have specific goals that are well-designed and appropriate to the desire to achieve. Based on the above discussion can thus be concluded that the aspects of knowledge and understanding serves as a benchmark for the professional development of teachers in the management of SBA. These two aspects are very important to applied in all training programs to update their knowledge and understanding of effective management in SBA.

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