

# The Implementation of School Based Assessment In Primary School Standard Curriculum

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## Abstract

This paper discusses findings of a study about the implementation of school based assessment (SBA) in Malaysia Primary School Standard Curriculum. The study focuses on teachers' readiness for the implementation of SBA in the curriculum. Teachers' readiness in the study was limited to four main aspects namely teachers' understanding of SBA; teachers' ability to implement SBA; facilities given for SBA implementation; and time adequacy for SBA implementation. A total of 157 primary school teachers, 61 males and 96 females were involved as research sample in the study. Questionnaire was used as the study instrument with reliability  $\alpha = .79$ . The result of the study shows that respondents have the readiness to implement SBA in the curriculum especially on the understanding of SBA; teachers' ability to implement SBA; and facilities given for SBA implementation. On the other hand respondents have negative perception on time adequacy for SBA implementation. For further research, it is suggested to broaden the aspects and to use larger sample size to acquire broader perspective about the smoothness of SBA implementation in Primary School Standard Curriculum implementation.

**Keywords:** School based assessment, teachers' readiness, understanding for SBA, ability to implement SBA, facilities given for SBA, time adequacy for SBA.

## 1.0 Introduction

This paper aims to discuss the findings of a study about the implementation of school based assessment (SBA) in Malaysia Primary School Standard Curriculum (KSSR being its acronym in Malay Language). Discussion is structured as follows: the first section is an overview of the study background. This includes the research questions and research hypotheses. The following

discussion describes literature review regarding with School Based Assessment in Malaysia Primary School Standard Curriculum. The discussion is then followed by the methodology used in the study which includes the study design, sampling and research instrument. This is followed by the method for analyzing data which aims to identify the perception on teachers' readiness for the implementation of SBA in the curriculum; this brings to the results of the analysis and the findings of the study. The section continues with conclusion and discussion. The final section of this paper is suggestions for future study.

## **2.0 Study Background**

In early implementation of Integrated Curriculum for Primary Schools (KBSR being its acronym in Malay Language), teachers do not fully understand the concept of school based assessment; and they lack of the know-how in the assessment for their pupils; consequently many still emphasized on excellence in the final examination which denotes the summative evaluation and neglect the continuous development of the individual pupil (Arfah Aziz, 1991 in Adi Badiozaman, 2006). Therefore in this study, since Primary School Standard Curriculum is new in Malaysia that is in the early stage of implementation; it is uncertain about teachers' readiness for the implementation of SBA in the curriculum. In light of the issues this study is on teachers' readiness for the implementation of SBA in the curriculum.

### **2.1 Research Questions**

The study is based on the followings research questions.

- (a) What is teachers' perception on the understanding of SBA implementation in Primary School Standard Curriculum?
- (b) What is teachers' perception on the ability to implement SBA in Primary School Standard Curriculum?
- (c) What is teachers' perception on the facilities given for SBA implementation in Primary School Standard Curriculum?
- (d) What is teachers' perception on time adequacy for SBA implementation in Primary School Standard Curriculum?

### **2.2 Research Hypotheses**

The study is based on the followings research hypotheses.

- Ho(1): There is no significant difference in the perception of teachers on the understanding of SBA implementation in Primary School Standard Curriculum across gender.
- Ho(2): There is no significant difference in the perception of teachers on the ability to implement SBA in Primary School Standard Curriculum across gender.
- Ho(3): There is no significant difference in the perception of teachers on the facilities given for SBA implementation in Primary School Standard Curriculum across gender.
- Ho(4): There is no significant difference in the perception of teachers on time adequacy for SBA implementation in Primary School Standard Curriculum across gender.

### **3.0 School Based Assessment in Malaysia Primary School Standard Curriculum: Literature Review Revisited**

In Malaysia, Primary School Standard Curriculum has been implemented in stages since 2011 beginning with Year 1 and will be fully implemented in 2016. The implementation of the new curriculum was first announced on June 2010 by Malaysia Ministry of Education (Malaysia Ministry of Education, 2010). The implementation is to ensure all primary school pupils have the achievement in basic literacy skills after they have six years undergone their formal primary schooling. The content and learning standards that are outlined in the new curriculum were specifically aim towards ensuring pupils to acquire knowledge, skill and values. Primary School Standard Curriculum was formulated to produce Malaysian citizens who are knowledgeable and competent, and who possess high moral standards so that they can function more effectively in the future especially in the 21<sup>st</sup> century. It is also to equip young generation holistically for their success in the era of globalization with the latest global challenges and competitions.

Transformation to Primary School Standard Curriculum in Malaysia is in parallel with the second National Key Result Areas (NKRA) which was announced by Malaysia Prime Minister (Malaysia Ministry of Education, 2012). In the implementation of Primary School Standard Curriculum, pupils will no longer be evaluated with Primary School Achievement Examination (UPSR being its acronym in Malay Language); alternatively pupils' assessment is from their overall performance and participation in classroom instruction. In other words SBA is implemented. The implementation of SBA is in parallel with the implementation of Primary School Standard Curriculum as there is tremendous need for a change in the way learners are assessed. Pupils' learning assessment need to change in order to actively engage them in their learning process; promote understanding; and promote application of skills and knowledge which they have learnt. Therefore there is now a need to understand and improve the dynamics of the learning processes and assessment system.

In the implementation of SBA, students are evaluated under four components namely school assessment, psychometric assessment, physical activity assessment and sport and co-curriculum. In classroom, teachers are given greater responsibility in designing quality assessments that align with instruction strategy and their students learning outcome. Pupils' assessment is based on different evidence markers on a certain grade starting from Band 1 to Band 6. The assessment is viewed as an integral part of Primary School Standard Curriculum in a wider perspective where it functions as pupils' diagnostic for guidance, development and remedial in their continuous learning process. That is, assessment strategies and approach in classroom instruction is in consonance with instructional goals. Assessment strategies require a lot of creativity on the side of the teacher. But it is uncertain about teachers' readiness for the implementation of SBA.

### **4.0 Methodology**

The aim of this study is to identify perception on teachers' readiness for the implementation of school based assessment in Primary School Standard Curriculum. The study was done with the use of survey method. The survey was done using questionnaire as the research instrument. The questionnaire response format is a four point Likert scale ranging from "strongly disagree", "disagree", "agree" and "strongly agree". The questionnaire consists of a total number of 16 items, 4 items on each main aspect namely understanding of SBA; ability to implement SBA; facilities

given for SBA implementation; and time adequacy for SBA implementation. Figure 1 shows framework of the study.

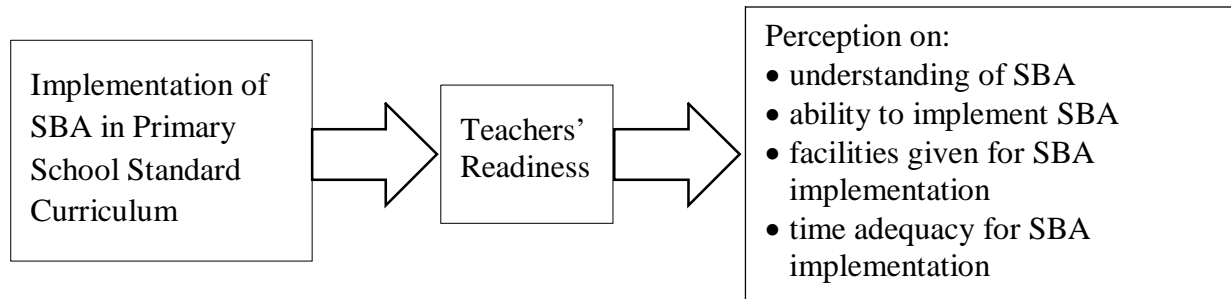


Figure 1: Framework of the Study

Prior to the study a pilot test was administered and the reliability index of the questionnaire was estimated from Cronbach coefficient. The overall value is  $\alpha = .79$ ; for the aspect understanding of SBA  $\alpha = .70$ ; the aspect of ability to implement SBA  $\alpha = .78$ ; the aspect of facilities given for SBA implementation  $\alpha = .69$ ; and the aspect of time adequacy for SBA implementation  $\alpha = .73$ . According to Ary, Jacobs & Razavieh (2002) reliability index  $\geq .50$  is accepted in education research. The questionnaire was then administered to a total number of 200 primary school teachers who directly involved in the implementation of SBA in Primary School Standard Curriculum. Only 157 questionnaires were returned and analyzed. Out of 157 questionnaires, 61 were from male teachers and 96 were from female teachers. Data collected in this study was analyze using descriptive statistic by calculating mean score of each item in the questionnaire and mean score for each aspect of the readiness. Comparison of the mean scores for each aspect was then done using t-test (Coakes & Steed, 2003).

## 5.0 Data Analysis and Findings

In this paper the result of the study is presented according to the research questions and the research hypotheses.

Research Question (a): What is teachers' perception on the understanding of SBA implementation in Primary School Standard Curriculum?

Ho (1): There is no significant difference in the perception of teachers on the understanding of SBA implementation in Primary school Standard Curriculum across gender.

To illuminate Research Question (a) and to examine Ho (1), dataset form the questionnaire was analyzed and the findings are summarized in Table 1 and Table 2. Table 1 shows the mean score for each item in the questionnaire regarding with teachers' perception on the understanding of SBA implementation in Primary School Standard Curriculum. Table 2 shows the t-test result from the data analysis.

Table 1  
Understanding of SBA among Teachers

Item No.	Item	SNA	NA	A	SA	Mean Score	SD
1	I have been exposed with the concept of SBA in KSSR.	0	0	94 59.9%	63 40.1%	3.40	0.491
2	I am following the progress of SBA in KSSR.	0	2 1.3%	73 46.5%	82 52.2%	3.51	0.526
3	I understand the objectives of SBA in KSSR.	0	3 1.9%	54 34.4%	100 63.7%	3.62	0.525
4	I know how to implement SBA in KSSR.	0	25 15.9%	99 63.1%	33 21.0%	3.05	0.608
Overall Mean Score						3.39	0.374

SNA = Strongly Not Agree, NA = Not Agree, A = Agree, SA = Strongly Agree, SD = Standard Deviation

Table 2  
T-Test Result

Gender	N	Mean Score	SD	t	p
Male	61	3.34	.379	-1.581	0.116
Female	96	3.43	.367		

From Table 1, the overall mean score is 3.39 (SD = 0.374). The mean score is in the range of “Agree” to “Strongly Agree”. This shows that teachers as respondents in this study statistically agree to perceive that they understand about SBA implementation in Primary School Standard Curriculum. From Table 2, the value of  $t = -1.581$  ( $p = 0.116$ ) shows that there is statically no significant difference on teachers’ perception on the understanding of SBA across gender. Therefore the null hypotheses  $H_0(1)$  is fail to be rejected. From this findings, conclusion can be drawn that teachers as respondents in this study collectively admit that they know and understand about SBA implementation in Primary School Standard Curriculum.

Research Question (b): What is teachers’ perception on the ability to implement SBA in Primary School Standard Curriculum?

$H_0(2)$ : There is no significant difference in the perception of teachers on the ability to implement SBA in Primary School Standard Curriculum across gender.

To illuminate Research Question (b) and to examine  $H_0(2)$ , dataset form the questionnaire was analyzed and the findings are summarized in Table 3 and Table 4. Table 3 shows the mean score for each item in the questionnaire regarding with teachers’ perception on the ability to implement SBA in Primary School Standard Curriculum. Table 4 shows the t-test result from the data analysis.

Table 3  
Ability to Implement SBA among Teachers

Item No.	Item	SNA	NA	A	SA	Mean Score	SD
5	I can implement SBA in KSSR effectively.	0	12 7.6%	91 58.0%	54 34.3%	3.26	0.593
6	I can explain the criteria of SBA to pupils.	0	9 5.7%	98 62.4%	50 31.8%	3.26	0.556
7	I can assess pupils according to the criteria specified for SBA.	0	9 5.7%	110 70.1%	38 24.2%	3.18	0.517
8	I can build evidence for SBA in my assessment procedure.	0	49 31.2%	96 61.1%	12 7.6%	2.76	0.579
Overall Mean Score						3.12	0.450

SNA = Strongly Not Agree, NA = Not Agree, A = Agree, SA = Strongly Agree, SD = Standard Deviation

Table 4  
T-Test Result

Gender	N	Mean Score	SD	t	p
Male	61	3.16	0.479	0.805	0.422
Female	96	3.10	0.431		

From Table 3, the overall mean score is 3.12 (SD = 0.450). The mean score is in the range of 'Agree' to 'Strongly Agree'. This shows that teachers as respondents in this study admit to perceive that they have the ability to implement SBA in Primary School Standard Curriculum. From Table 4, the value of  $t = 0.805$  ( $p = 0.422$ ) shows that there is statically no significant difference in the perception of teachers on the ability to implement SBA in Primary School Standard Curriculum across gender. Therefore the null hypotheses  $H_0(2)$  is fail to be rejected. From this findings, conclusion can be drawn that teachers as respondents in this study collectively admit that they have the ability to implement SBA in Primary School Standard Curriculum.

Research Question (c): What is teachers' perception on the facilities given for SBA implementation in Primary School Standard Curriculum?

$H_0(3)$ : There is no significant difference in the perception of teachers on the facilities given for SBA implementation in Primary School Standard Curriculum across gender.

To illuminate Research Question (c) and to examine  $H_0(3)$ , dataset form the questionnaire was analyzed and the findings are summarized in Table 5 and Table 6. Table 5 shows the mean score for each item in the questionnaire regarding with the perception of teachers on the facilities given for SBA implementation in Primary School Standard Curriculum. Table 6 shows the t-test result from the data analysis.

Table 5  
Facilities Given for Implementation of SBA

Item No.	Item	SNA	NA	A	SA	Mean Score	SD
9	Facilities in my school are suitable for SBA implementation.	2 1.3%	38 24.2%	80 51.0%	37 23.6%	2.96	0.729
10	Facilities in my school are sufficient for SBA implementation.	0	28 17.8%	94 59.9%	35 22.3%	3.04	0.633
11	Facilities in my school support SBA implementation.	1 0.6%	30 19.1%	80 51.0%	46 29.3%	3.08	0.711
12	I satisfied with all facilities provided for SBA implementation.	4 2.5%	11 7.0%	100 63.7%	42 26.8%	3.14	0.649
Overall Mean Score						3.06	0.430

SNA = Strongly Not Agree, NA = Not Agree, A = Agree, SA = Strongly Agree, SD = Standard Deviation

Table 6  
T-Test Result

Gender	N	Mean Score	SD	t	p
Male	61	3.03	0.416	-0.775	0.439
Female	96	3.08	0.439		

From Table 5, the overall mean score is 3.06 (SD = 0.430). The mean score is in the range of “Agree” to “Strongly Agree”. This shows that teachers as respondents in this study have positive perception on the facilities given for SBA implementation. From Table 6, the value of  $t = -0.775$  ( $p = 0.439$ ) shows that there is no significant difference perception of teachers on the facilities given for SBA implementation in Primary School Standard Curriculum across gender. Therefore the null hypotheses  $H_0(3)$  is fail to be rejected. From this findings, conclusion can be drawn that teachers as respondent in this study collectively have positive perception on the facilities given to them for the implementation of SBA in Primary School Standard Curriculum.

Research Question (d): What is teachers’ perception on time adequacy for SBA implementation in Primary School Standard Curriculum?

$H_0(4)$ : There is no significant difference in the perception of teachers on time adequacy for SBA implementation in Primary School Standard Curriculum across gender.

To illuminate Research Question (d) and to examine  $H_0(4)$ , dataset form the questionnaire was analyzed and the findings are summarized in Table 7 and Table 8. Table 7 shows the mean score for each item in the questionnaire regarding with the perception of teachers on time adequacy for SBA



implementation in Primary School Standard Curriculum. Table 8 shows the t-test result from the data analysis.

Table 7  
Time adequacy for SBA Implementation

Item No.	Item	SNA	NA	A	SA	Mean Score	SD
13	I have adequate time for SBA implementation.	0	35 22.3%	100 63.7%	22 14.0%	2.92	0.599
14	Assessment can be done within time allocated for the lesson.	0	27 17.2%	104 66.2%	26 16.6%	2.99	0.583
15	Records of evidence can be filed within the lesson.	0	48 30.6%	105 66.9%	4 2.5%	2.71	0.504
16	Pupils' performance couldn't be recorded within school hours.	0	31 19.7%	96 61.1%	30 19.1%	2.99	0.625
Overall Mean Score						2.91	0.304

SNA = Strongly Not Agree, NA = Not Agree, A = Agree, SA = Strongly Agree, SD = Standard Deviation

Table 8  
T-Test Result

Gender	N	Mean Score	SD	t	p
Male	61	2.93	0.319	0.932	0.046
Female	96	2.89	0.294		

From Table 7, the overall mean score is 2.91 (SD = 0.304). The mean score is in the range of "Not Agree" to "Agree". This shows that teachers as respondents in this study were not agree to percept that they have adequate time for SBA implementation in Primary School Standard Curriculum. Anyway from Table 8, the value of  $t = 0.932$  ( $p = 0.046$ ) shows that there is a significant difference perception of teachers on time adequacy for SBA implementation in Primary School Standard Curriculum across gender. Therefore the null hypotheses  $H_0(4)$  is rejected. From these findings, conclusion can be drawn that teachers as respondents in this study have time constraint or do not have adequate time for the implementation of SBA in Primary School Standard Curriculum.

## 6.0 Conclusion and Discussion

This study is about the implementation of school based assessment in Primary School Standard Curriculum. The study focuses on teachers' readiness for the implementation of SBA in the curriculum. The findings of the study shows that teachers as the respondents are ready to implement SBA in the curriculum especially on the three aspects namely understanding of SBA; teachers' ability to implement SBA; and facilities given for SBA implementation. The findings on understanding of SBA in this study is in parallel with the findings of a study by Faizah A Majid



(2011) who made a study on English teachers teaching in Malaysian public schools. The findings show that teachers do understand about the implementation of SBA. Findings from a study made by Ismadiyah Omar (2012) show that gender and experience does not affect the level of understanding about SBA among teachers.

On the other hand the respondents have a negative perception on time adequacy for the implementation of SBA in Primary School Standard Curriculum. In other words they have time constraint or do not have adequate time to implement SBA in the curriculum. For instance there is no adequate time for teachers to manage the documents including filing system within the school hours.

Several assertions can be made based on the findings. From the findings of the study which shows that majority of the teachers are ready to implement SBA in the curriculum especially on the understanding of SBA; and teachers' ability to implement SBA; it replicates that the dissemination about the implementation of SBA done by Ministry of Education to teachers were successful. The findings are also in parallel with education reform in Malaysia that assessment should be viewed from wider perspective that is as an integral part of the curriculum towards ensuring pupils to acquire knowledge, skill and values. Therefore teachers and the Ministry of Education should put more effort for better dissemination about the implementation of SBA in Primary School Standard Curriculum.

From the findings of the study about facilities given for SBA implementation; it replicates that schools are ready to support SBA implementation in the form of providing facilities needed for the smooth-running of the implementation. Without enough facilities, SBA implementation in Primary School Standard Curriculum will face difficulties. Therefore more budgets for the facilities should be given to schools for the implementation of SBA in Primary School Standard Curriculum.

From the findings of the study about time adequacy for SBA implementation, respondents have negative perception on time adequacy for SBA implementation. It replicates that some actions should be taken to rectify the issue. Suggestion such as giving appropriate number of hours in teachers' teaching time table will reduce teachers' workload. More focus or concentration will be given for SBA if teachers have less workload. By doing so hopefully the implementation of SBA in Primary School Standard Curriculum will be successful and meet the target of upgrading pupils' achievement in their learning process.

## **7.0 Suggestions**

This study is on teachers' readiness for the implementation of SBA limited to four main aspects namely teachers' understanding of SBA; teachers' ability to implement SBA; facilities given for SBA implementation; and time adequacy for SBA implementation. As for further research, it is suggested to broaden the aspects of the study to acquire broader perspective about the smoothness of SBA implementation for the improvement of overall Primary School Standard Curriculum implementation. It is also suggested to have larger sample size which includes teachers from all zones in Malaysia including East Malaysia in order to produce a representative sample which will allow generalization to be made to a wider population.

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