



2nd Global Conference on Business and Social Science-2015, GCBSS-2015, 17-18 September 2015, Bali, Indonesia

Planning and Implementation Of School-Based Assessment (SBA) Among Teachers

Norazilawati Abdullah^a, Noorzeliana Idris^{b*}, Mohd Sahandri Gani Hamzah^c, Saniah Sembak^d

^{a,b,c,d}Sultan Idris Education University, 76100 Tanjung Malim, Perak, Malaysia

Abstract

This study was to identify the level of planning and implementation of SBA among teachers. Double layer rubric questionnaire was used as an instrument and had been tested with Alpha Cronbach 0.917. Respondents comprised 589 teachers who implemented SBA nationwide and a total of 4 teachers were randomly selected to be interviewed. Data analysis interview was used to support the findings, while the descriptive data analysis were made using SPSS version 19. The findings indicate that the level of Planning is high while there is moderate-level implementation of the SBA. Overall, rigorous planning was necessary to ensure the implementation of SBA ran perfectly.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Organizing Committee of the 2nd GCBSS-2015

Keywords: School-based Assessment; Double Layer Rubric; Planning; Implementation

1. Introduction

According to the National Education Philosophy of desire (FPK), the product to be issued is the perfect and complete individual, who is not only a pass in the examination. Generally, it is observed our National Education System is based on examination that drives students to learn and memorise to pass examinations. The knowledge received in this way will not be permanent and they can forget what has been learned after the exam. This means success in the examination does not give the true picture of the successful mastery of a curriculum (Adediwura, 2012).

* Corresponding author.. Tel.: +06-012-6524168.
E-mail address: elly3011@yahoo.com

The learning process in schools is too facts-based while aspects should memorise the facts used to think (Brown, 2011). Then on December 17, 2010, the Ministry of Education (MOE) implemented School-based Assessment (SBA) as part of the Educational Programme Transformation. SBA is an assessment of a holistically evaluation of the cognitive aspects (intellectual), affective (emotional and spiritual) and psychomotor (physical) in line with the National Education Philosophy, Curriculum Standard Primary School (KSSR) and High School Curriculum Standard (KSSM). SBA is also exercised in all subjects in primary and secondary schools aimed at strengthening the quality system assessment and evaluation of the existing education. Among the goals of SBA is to get an overview of the performance of a student in learning, assessing the activities carried out during the teaching and learning processes, continuous information about teaching and learning as well as planing and repairing of teaching and learning (Ojo & Gbinigie, 2009; Yin & Adamson, 2015).

2. Problem Statement

Observation and conversation among teachers at schools revealed that they felt extremely concerned with the burden of work including load planning and formulating and implementing assessment of students. This statement is never discussed in the findings of the study conducted by Tunstall (2001) about anxiety related SBA teachers. It is explained that assessment on students is difficult, especially for new teachers who have just worked in a school.

SBA also serves to test and evaluate the performance of students in all respects as a whole. Assessment includes academic achievement, extra-curricular and personality of students through the process of the teaching and learning (PdP). Teachers are responsible to carry out the SBA process needed to follow all the steps and procedures for assessment. SBA also serves to test and evaluate the performance of students in all respects a whole. However, the lack of seriousness in teachers planning will affect the whole system of assessment, thus also contribute to the failure in the assessment. This is acknowledged by L. Iasonas and T.Christie (2009) who also recognize that the practice of teachers in making planning is very important so that the implementation of assessment progresses well.

3. The Purpose of the Study

The purpose of this study is to determine the extent of the planning and implementation of SBA Teacher Planning, which includes the implementation of the assessment and construction of the instruments.

4. Literature Review

According to the Malaysian Examinations Board (2012), SBA is a form of assessment in schools. It is planned and administered systematically. The scores are reported in planned activities in accordance with the procedures laid down by the Malaysian Examination Board. SBA is also a combination of school assessment undertaken by teachers as well as confirmation of the appraisers in the National Achievement Centre or the student report based on the competencies they have accessed, understood and skilled (Azhari, 2005; Groundland dan Principles For Fair Students Assessment Practice for Education In Canada, 1993(Kaertel,1992); Gredler, 1996; Board of Studies & New South Wales University, 1999; Siti Rahaya, 2003 and Begum, 2008).

5. Research Methodology

This study uses a combination of qualitative and quantitative approaches. Qualitative data is used only to support quantitative findings. Double layer rubric questionnaire built by researchers is used to collect quantitative data. The questionnaire contains three sections. Part A includes demographic items and part B consists of 46 items with 196 rubrics. Respondents from 589 teachers who carry out SBA in Malaysia are selected at random from 48 schools. While for qualitative sample, only four teachers interviewed use questions in semi-structured interviews. Interview data is analyzed based on the process of the analysis recommended by Gays and Arasian (2000). To ensure the reliability of the instrument, the pilot study has been carried out on 53 teachers who carry out SBA. This study uses the *Statiscal Package For The Social Sciences (SPSS) version 19.0.* to get the value of the coefficient of reliability (*Alpha*

Cronbach's). Reliability analysis statistic has been conducted and the findings of the pilot obtain the overall Cronbach's Alpha = 0.917. In this study, a questionnaire has undergone validity of the content where it has been validated for each item by ten experts to determine whether these items match or contrast with the construct under review. One of the principles that apply in making validation on the instrument is by reference an item-by-item that should be agreed by ten experts content. To answer questions about the level of study and implementation of the SBA Process, researchers use mean score interpretation as in Table 1

Table 1. Mean Score Interpretation and Implementation Process Stage SBA.

Mean score	Mean Score Interpretation (levels)
1:00 to 2:33	Low level
2:34 to 3.66	Moderate level
3.67 to 5.00	High level

Source : Mohd Sahandri et al. (2013)

6. Findings

6.1 Status of Teacher Planning

Summary for Teacher Planning, based on the mean and rubric as shown in Table 2

Table 2. Mean Rubric of Teacher Planning

No Items	Items	Mean	Level	Rubric
C11	I make plans while implementing SBA			0 : No 1 : Sometimes 2 : Yes 0 4.9% 1 42.5% 2 52.5%
C12	Before committing to this course, I ensure	(Mean = 4.34, SP = 1.18)	High	0 : No 1 : Yes 0 Students know the level of achievement expected for the next unit (18%) 1 Adequate instruments (91.9%)
C13	In planning the provision of instruments, I make sure ...	(Mean = 4.56, SP = 1.03)	High	0 : No 1 : Yes 0 The same instrument is used (18.5%) 1 It fits the teaching methods (95.4%)
C14	Before beginning the lesson, I ...	(Mean = 4.62, SP = 1.0)	High	0 : No 1 : Yes 0 Provide appropriate instruments with the intelligence of the students (11%) 1 Determine the teaching methods (94.6%)
Teacher Planning		(Mean = 4.51, SP = 0.88)	High	

Table 2 shows the descriptive analysis for Teacher Planning. More than half of the teachers have made SBA planning while performing (52.5%). However, there are still 4.9% teachers who never make a teacher planning and 42.5% who stated they sometimes only make planning. All teachers interviewed unanimously stated, "Yes ... must plan ... must ... "

Teachers will also ensure a few things before doing the assessment. This is because they reach very high levels in view of the important instruments in the assessment, then teachers will then ensure adequate instruments (91.9%) before doing the assessment. While 18.3 percent of the teachers are not going to ensure pupils know the level of achievement expected to go to the next unit. Teachers, in preparing planning instruments, are at a high level. They will make sure the instruments are used in accordance with the methods of teaching (95.4%). But they ignore if the same instruments used (18.5%). Teacher's planning before starting teaching also showed a high level. This is because almost all teachers will determine in advance the teaching methods before starting teaching (58.8%). But there are still 11% of teachers who do not have appropriate instruments with the intelligence of the students before beginning teaching. Teacher's planning as a whole is at a high level. However, when in queries related to teachers' planning, teachers responded just as quantitative findings. The following is a statement given, "Before teach ... I give an explanation ...decide how to teach ... examples of demonstration ... immediate the students".

6.2 Status of Implementation Assessment

Summary for the performance Assessment based on the mean score and the score rubric as shown in Table 3

Table 3 Score Mean and Rubric of Implementation Assessment

No Items	Items	Score Mean	Level	Rubric
D11	I make plans while implementing SBA			0 : No 1 : Yes 0 = 6.3% 1 = 93.7%
D12	All assessment activities, I've got to do the following: *PPPM-(Guideline for Student Development Learning) *DSP (Curriculum Standard Document)	(Mean = 3.56, SP = 1.08)	Moderate	0 : No 1 : Part 2 : Yes 1 Accepting students in the form of process evidence, products or pupils themselves (59%) 2 Use with DSK and PPPM as reference (44.9%)
D13	My practice in assessment are as follows:	(Mean = 3.72, SP = 1.1)	Moderate	0 : No 1 : Part 2 : Yes 0 Managing file systems (8.5%) 2 Planning of teaching (54.2%)
D14	For students who have not mastered the level of mastery, I ...	(Mean = 2.84, SP = 1.13)	Moderate	0 : No 1 : Part 2 : Yes 0 Teaching outside school hours (44.1%) 2 Changing teaching strategies (25.6%)
D15	At the time of assessment, I ...	(Mean = 3.55, SP = 1.12)	Moderate	0 : No 1 : Part 2 : Yes 0 Make sure the students are satisfied with the scores obtained (14.1%) 2 Evaluating what has been a pupil master (48.3%)
D16	In the assessment process, I have ...	(Mean = 3.80, SP = 1.1)	High	0 : No 1 : Part 2 : Yes 1 Changing teaching strategies (57.1%) 2 Try to improve student achievement (51.4%)
Implementation Assessment		(Mean = 3.51, SP = 0.88)	Moderate	

Table 3 shows descriptive analysis of the implementation of the assessment. Nearly all teachers have to carry out assessment (93.7%). Teachers who did not perform the assessment are only 6.3 percent. Some of the things done by teachers during the assessment activities reached the level of moderate. A total of 59 percent of the teachers received part evidence pupils in various forms i.e. process (while learning), products (something produced) or the pupils

themselves (body style). While 44.9% of teachers use PPPM and DSK as reference. Analysis of interview of teachers supports the finding and they said, "I did... I participated assess exactly". Teacher's practice in assessment also achieved a moderate level. Teaching is the practice of planning done solely by the teacher (54.2%). While only 8.5% of teachers who do not make file system management as their practice in assessment. This finding supported with the following teacher statement: "Have to plan before teaching, if not it does not achieve the objectives. I will have to repeat ..."

Actions of teachers to pupils who have not mastered the level of mastery attained a moderate level. Teachers will not teach again pupils outside school hours (44.1%) if there are students who have not mastered the level of mastery. Compared to 25.6 percent of teachers are changing their teaching strategies if there are still disciples who have yet to master the level required. This situation is supported with this statement: "If I do not do it (tutoring outside school hours)...teachers have to think about techniques according to the new millennium ... contact strategy change when the boy did not understand ... I got this computer last year ... teacher must use ICT...". A few things need to be done by the teacher at the time of assessment. Things done by the teacher to make the assessment reached a moderate level. Some teachers will not ensure that pupils are satisfied or not with the given score (14.1%). While the teacher will evaluate 48.3 percent completely what has been a pupil master.

There are important aspects that have to be done by the teachers in the process of achieving a high level of assessment. Among the aspects that are done solely by teachers is striving to improve student achievement is (51.4%). Some teachers (57.1%) have changed the teaching strategies while in their assessment process. A teacher supports and expressed as follows, "Yes. Really. Really change ... I definitely agree ... We had to repeat back .. we cannot teach like this, so we need to simplify the new...easy for student to understand."

6.3 Status of Construction Instruments

Summary for the construction of an instrument based on the mean score and the score rubric as shown in Table 4

Table 4 Mean Score and Rubric for Construction Instruments

No Items	Items	Score Mean	Level	Rubric
D21	I build instruments for complete implementation of SBA			0 : No 1 : Sometimes 2 : Yes 0 = 10.3% 1 = 56.3% 2 = 33.4%
D22	In implementing the SBA, I set up the instrument by way of ...			Build it yourself (67.1%) Prepared by the committee (36.6%) Provided by the school (16.8%) Share with other teachers (69.7%) Buy a workbook at the market (75.1%)
D23	In the construction of the instrument, I ...	(Mean = 4.57, SP = 1.1)	High	0 : No 1 : Yes 0 Referring to the content of the facts in the curriculum document (10.7%) 1 Taking into account the objectives of teaching (94.2%)
D24	The instrument that I use is ...	(Mean = 4.07, SP = 1.04)	High	0 : No 1 : Yes 0 Project (45.4%) 1 Written Test (97.6%)
D25	I also used the following instruments in the assessment of teaching:	(Mean = 4.15, SP = 1.1)	High	0 : No 1 : Yes 0 Practical (34.4%) 1 Worksheet (94.9%)

Construction Instruments	(Mean = 4.27, SP = 0.85)	High
--------------------------	-----------------------------	------

Table 4 shows the descriptive analysis of the construction of instruments. 56.3% of teachers sometimes only build instruments. There are many ways teachers do in providing instruments in implementing the SBA. Almost half of the teachers build their own instruments (67.1%). There are things that teachers do in the construction of reference instruments to achieve a high level (mean = 4.57, SP = 1.1). This is because almost all the teachers have agreed to take into account the teaching objectives in the construction of the instrument (94.2%). Only 10.7% of teachers did not refer to the facts in the Curriculum Documents. When interviewed teachers about the above situation, this is their statement: " I did not do ... take at a bookwe are mostly busy and a lot of work ... but there are teachers who make themselves the instruments based on the abilities and capabilities of students, because you see good and weak grades can't be using the same instrument. Right? If the same class is not the end of the year."

Teachers have used a variety of instruments in teaching. It shows a high type of instrument which is often used by teachers is a written test (97.6%). But the project is not an option for teachers in making the instrument in their teaching (45.4%). The use of various instruments by teachers can be given when it reaches a high level once again. The selection instruments is similar to instrument selection on worksheets (94.9%). Practical work which may take teacher's time is not an option for most of the teachers (34.4%). Overall, the construction of the instruments achieve a high level. When the meaning of the diversity in the use of the instrument to the teachers, they give various statements that support and vice versa. Here is are their statement, "...that is problem..yes teachers do not have time to do instrument...that why I give worksheet".

7. Discussion and Summary

Overall, teachers do make careful planning before carrying out the assessment. Brookhart (2005) also supports this finding by saying that planning should be done to ensure the implementation of the assessment to the standard of learning. Proper planning will help teachers to focus better on teaching and this will produce meaningful learning (Brown, 2011). The teacher will also ensure adequate instruments to be used. This is to prevent the assessment process from being interrupted. This article meets what is disclosed by Brookhart (2005), Stiggins and Chappuis (2006) that planning in terms of teaching materials should be done every day to ensure smooth implementation. Through interviews, the researchers teachers make plans based on the PPPM and DSP . This is very important as stated by Cowie and Bell (1999), and Brookhart (2005) that planning needs to be done to ensure the implementation of the assessment complied with the standard of learning. The findings also show that teachers are also planning the teaching methods that will be used for assessing students. This is in line with the findings of Mohd Isha Awang, (2011) stating the method should be selected based on the performance which will be measured.

The findings also showed while performing the assessment, teachers are changing teaching strategies and strive to improve the achievement of pupils, if there are still disciples who have not reached the level that has been set. In accordance with the opinion of the Phopham (2008) which states "... assessment is not a test but a process". This assessment is a process for teachers and pupils to acquire greater knowledge which is just absorbed and reproduced during the exam. This also reflects the teachers work in various ways before pupils are assessed to get good performance. However, in contrast to the findings of (Kapambwe, 2010) that say teachers find it hard to implement assessment up to calling for SBA change to the existing assessment. Among the regular practices in the assessment of teachers is evaluate what students have mastered to give feedback to them. This practice is one of the best practice in assessment recommended in the study Phopham (2008), and it provides feedback to help students to improve their studies. Nevertheless the findings from Adediwura (2012) found that more than fifty percent of the teachers have a negative perception towards teaching practice to implement the SBA. They thought what is done in the classroom as long as this is the best after many years of practice. This shows that not all can accept innovation in education. Therefore, teachers who experience more than ten years should guide junior teachers so that they are more precisely with PdP.

In addition, the findings also found that while teachers do the assessment, they will ensure that the assessment is carried out in line with the mastery of learning. Teachers will also ensure that the score given in accordance with the assignment is given and they are going to build the instruments based on what will be assessed. This finding is in line

with the recommendations of the William and Thompson (2007) which stated among concepts of good assessment were talked to students about their learning developments as well as perform assessment on what dominated. This article describes that the teachers have already implemented SBA very well by doing the right concept of assessment.

The findings also found most of the teachers do not build their own instruments but use books in the market as an instrument of their assessment in the classroom. Nevertheless, teachers will make sure that instruments used meet teaching objectives. This reflects teachers do not use chance to be used in the assessment. Teachers should ensure that the instruments will be used for assessing what is assessed, independent of language mistakes, both technically and produce a valid and consistent marks (Eftah and Abdul Aziz, 2013). The result analysis of interviews with teachers, their stated time constraints to build his own instruments. In addition, there are many books in the market that can be selected to be used as instruments. However, the high level of the construction of the instrument is only 33.3 per cent even though only the teacher who built instruments. This shows the importance of the preparation of teachers of the instrument's construction during the process of evaluation is carried out. In line with the findings of (Stobart & Gipps, 2010)) who found the construction of instruments is a very heavy workload and gives pressure on teachers. Knowledge and skills in the construction of instruments that obtained during courses do not affect teachers. It shall be the duty of the Administrator to emphasis the construction of the instruments so that teachers have a high reliability and validity (Wiliam, Lee, Harrison, & Black, 2004). As a whole, it can be inferred here that the effectiveness of a programme started with a careful planning followed by effective implementation. The administrator has an active role to ensure that implementers can implement them (teachers) with full determination.

References

- Adediwura, A. (2012). Teachers' Perception of School-Based Assessment in Nigerian Secondary Schools. *Mediterranean Journal of Social Sciences*, 3(January), 99–110. doi:10.5901/mjss.2012.03.01.99
- Azhari Abdullah 2005. Penilaian Program Pentaksiran Ujian Lisan Berasaskan Sekolah Bahasa Melayu SPM. Tesis Sarjana: UKM Malaysia
- Eftah Abdullah, Abd Aziz Abd Shukor (2013). Pentaksiran Prestasi & Pentaksiran Rujukan Standard Dalam Bilik Darjah: Apakah Pendidik Perlu Tahu? Universiti Pendidikan Sultan Idris. Tanjung Malim.
- Begum, M., & Farooqui, S. (2008). School based assessment: Will it really change the education scenario in Bangladesh? *International Education Studies*, 1(2), 45-53.
- Brown, G. T. L. (2011). School Based Assessment Methods – Development and Implementation 1 School Based Assessment Methods – Development and Implementation Dr Gavin Brown., *Journal of Assessment Paradigms*, 1(1), 30–32.
- Brookhart, S. M (2005) Research on formative Classroom Assessment. In *Formative Classroom Assessment : Research, Theory and Practice*. Symposium Conducted At the Manual Meeting of the American Educational Research Association, Montreal, Canada.
- Cowie, B., & Bell, B. (1999). A model f Formative Assessment In Science education. *Assessment in Education*, 6(1), 102-116
- Gay, L. R. & Airasian, P. 2000. *Educational research: Competies for analysis and application*, Hove and New York : University College of London. Psychology Press.
- Gredler, M.E . (1996). *Program evaluation*. New Jersey: Prentice-Hall Inc
- Kapambwe, W. M. (2010). The implementation of school based continuous assessment (CA) in Zambia. *Academic Journals*, 5(March), 99–107.
- L. Iasonas & T.Christie. (2009). School based assessment. *Educational Assessment Evaluation and Accountability*, September(21), 329–345. doi:101007/s11092-0009-9083-1
- Malaysian Examinations Board (2012) Panduan Pengurusan Pentaksiran Berasaskan Sekolah.
- Mohd Sahandri Gani, Laily Paim, Sharifah Azizah Haron & Mohd Faizal Nizam Lee Abdullah. (2013). *Buku Panduan Pembinaan Instrumen: Anda dan Kepenggunaan Tanjung Malim*, Perak: Emiritus Publication
- Mohd Isha Awang. (2011). Pelaksanaan pentaksiran berasaskan sekolah : pengetahuan dan amalan guru di sekolah menengah agama milik kerajaan negeri. *Prosiding Seminar Majlis Dekan-dekan Pendidikan IPTA2011*, 891–901.
- Ojo, K. E., & Gbinigie, O. U. (2009). School-Based Assessment skills needed by teachers in Nigerian secondary schools. *Journal of Home Economics Research*, 10-11, 45–54.
- Popham, W.J. (2008). *Transformative assessment*. Alexandria, VA: ASCD
- Siti Rahayah Ariffin (2003) *Teori, Konsep dan Amalan Pengukuran dan Penilaian .Bahagian Latihan Akademik Universiti Kebangsaan Malaysia, Bangi*
- Stiggins, R., Arter J., Chappuis S. (2006) *Classroom Assessment for Student Learning, Do it Right-Using It Well*. Pearson Merrill Prentise Hall.
- Stobart, G., & Gipps, C. (2010). Alternative assessment. In *International Encyclopedia of Education* (pp. 202–208). doi:10.1016/B978-0-08-044894-7.00307-9
- Tunstall, Pat. (2001) . Assaessment discourse and contributions of social reality in infant classroom. *Journal of Education Policy*, 16:215-213
- Wiliam, D., Lee, C., Harrison, C., & Black, P. (2004). Teacher's developing assessment for learning: impact on student achievement. *Assessment in Education: Principles, Policy & Practice*, 11(February 2013), 37–41. doi:10.1080/0969594042000208994

- William, D., & Thompson, M. (2007) Integrating assessment with instruction: what will it take to make it work? In C. A. Dwyer (Ed.) *The future of assessment: shaping teaching and learning* (pp. 53-82). Mahwah, NJ: Lawrence Erlbaum Associates.
- Yin, S. T. A., & Adamson, B. (2015). Student Voices in School-based Assessment. *Australian Journal of Teacher Education*, 40(2), 15–28.