

The Teachers' Conception of Understanding Classroom Based Assessment (CBA) in Malaysia

Halimah Abd Halim¹, Mohd Isa Hamzah², Hafizhah Zulkifli³

National University of Malaysia, Selangor, Malaysia

1 p107958@siswa.ukm.edu.my 2 isa_hamzah@ukm.edu.my 3
hafizhah_zulkifli@ukm.edu.my

Abstract

Classroom Based Assessment (CBA) is an ongoing process of teaching and learning to gain information of progress, improvement, ability and students' mastery of the prepared learning standard in the syllabus (Curriculum Development Division (CDC), 2019). Hence, teachers are advised to understand the needs of CBA in the current education field in order to achieve the objectives. However, previous researches shown that teachers have lack of understanding regarding the needs and objectives of CBA. Thus, this concept paper will discuss the CBA concept and related researches regarding the teachers' understanding in undertaking the assessment. In conclusion, the teachers' conception of understanding CBA can be divided into three aspects; objectives of CBA, the preparations of CBA and teachers' teaching practice. This research also presents few suggestions to improve the teachers' understanding in current assessment.

Key word: Conception, teachers' understanding, Classroom Based Assessment (CBA), Standard Curriculum

1.0 Introduction

The assessment system in Malaysian education has experienced transformation alongside other developed nations. This is evidenced with the Malaysian National Education Assessment System (NEAS) as an effort by the Ministry of Education (MOE) in creating a paradigm shift in the education assessment system. In fact, NEAS is included in the Malaysia Education Development Plan (MEDP) 2013-2015 that focuses on a more holistic assessment compared to an exam oriented assessment. This is also in line with the new curriculum (CDC, 2016), Kurikulum Standard Sekolah Menengah (KSSM)(CDC, 2016) and Kurikulum Standard Sekolah Rendah (KSSR) 2017 review (CDC, 2016b) that have been created. The implementation of the new curriculum is based on the Dokumen Standard Kurikulum dan Pentaksiran (DSKP) which has been integrated between the curriculum and assessment that contains Content Standard (CS), Learning Standard (LS) and Achievement Standard (AS). Hence, teachers are the educator and also the assessor. Through DSKP, it requires teacher that highlights the students' achievement holistically through the cognitive, psychomotor and affective aspects (CDC, 2019).

In line with the requirements of the standard curriculum, CBA is introduced in 2017 for secondary schools and 2018 for primary schools, replacing the School Based Assessment (SBA). The constructed CBA stresses on assessment for learning and also assessment as

learning (formative) which will be supported with continuous summative assessment for teaching and learning. MOE also has produced a guideline on the CBA implementation (CDC, 2019) that can be used by teachers as mechanism in implementing the assessment righteously and effectively. Every teachers should implement the assessment continuously in the teaching and learning as a tool to ensure the effectiveness of the students' holistic development. Hence, the correct implementation of the CBA enable the teachers to see the clearer picture of the students' mastery level of the learning standard that can be found in the curriculum standard (CDC, 2016).

To achieve this aspiration, teachers should orientate all the assessment' understanding in the teaching and learning. This is because, according to Florez and Sammons (2013) and Kalai Selvan Arumugham (2015), teacher assessment practices in the classroom become less effective when teachers do not fully understand the characteristics of assessment, either formative or summative. This is reinforced by the statement by Black and Wiliam (2018) who explained that teachers should implement formative and summative assessment to ensure that assessment can be implemented in amid the teaching in the classroom. In addition, Hariatul Hafidzah et al. (2021) also suggested that teachers 'good understanding of basic curriculum knowledge is also able to help teachers to plan assessment in their teaching effectively. A better quality of the educational practice can be produced when the teachers successfully understand and realize the goals of education with the integration between standard documents, teaching and assessment.

2.0 Literature Review

The Concept of Classroom Based Assessment (CBA)

Classroom Based Assessment (CBA) is a continuous process throughout the process of teaching and learning (Black & Wiliam, 1998; Stiggins, 2005) to obtain information on the development, progress, abilities and mastery of students against the Learning Standards set in the curriculum (CDC, 2019). CBA also involves the process of collecting, analyzing information and making continuous reflection in teaching and learning aimed at making improvements to teaching (Black & Wiliam, 1998b). CBA occurs in formative or summative format, as learning, for learning and of learning (CDC, 2019). In addition, teachers implement the assessment in the classroom based on DSKP to acquire the level of mastery of students' learning (CDC, 2019). CBA also does not compare the level of mastery between one student and another. However, CBA aims to see the progress of students in learning while helping teachers to improve their teaching. Figure 2.1 below is a complete structure related to CBA, outlined by the MOE for teachers to understand, plan and implement teaching and assessment in the teaching and learning process, in accordance to the requirements of current assessment.

Classroom Based Assessment	1. For Learning (Formative)	Assess the students' development for learning (continuously in teaching and learning)
	2. As Learning (Formative)	Assess the students' development as learning (continuously in teaching and learning)
	3. Of Learning (Summative)	Assess the students' development of learning (At the end of a phase, topic or field of learning)

Figure 2.1 Formative and Summative Assessment

In implementing formative CBA supported by the summative assessment, teachers' understanding of the elements of mastery level and performance standards are inseparable. This is because, the trend of assessment in the current Standard Curriculum requires teachers to integrate the curriculum and assessment in line. Through the standard curriculum, the level of mastery is in the form of a statement of achievement that displays the development of student learning. The level of mastery aims to look at the extent to which a student masters the knowledge, skills and values specified in the curriculum of each subject. This can be further explained in the DSKP with six levels of mastery as in Table 2.1 below.

Performance Level	Descriptions
1	Students know the basics or can perform basic skills or respond to the basics
2	Students show understanding by explaining something learned in the form of communication
3	Students use knowledge to perform a skill or task in a situation
4	Students apply knowledge and perform a skill or task according to procedures or analytically and systematically
5	Students apply knowledge and perform a skill or task in a new situation by following procedures or analytically and systematically as well as being consistent and positive.
6	Students are able to use existing knowledge and skills to be applied to new situations analytically, systematically, positively, creatively and innovatively in generating new ideas and can be emulated

Table 2.1 (CDC, 2019)

According to Hariatul Hafidzah et al., (2021), ideally, the determination of the level of mastery of students should begin with the teacher identifying the student's ability and interest. At this stage, teachers are required to understand the level of ability and capability of students to summarize the planned teaching and learning, and also that it can be understood well by the students and achieve the objectives. While from the practical aspect of the teachers, the teachers need to implement the teaching in the classroom based on the field, topic or any skills and practices found in the Content Standards (CS) and Learning Standards (LS) before determining students' level of mastery. This concludes that teachers play an integrated role as educators and assessors in the Standard Curriculum. This can be seen from the appropriate teaching needs of teachers based on Content Standards, Learning Standards and Performance Standards in an integrated manner. At the end of the lesson, the teacher will consider the level of mastery of each student based on the Performance Standards (PS) as the indicator.

Professional Judgement

In order to achieve the goals of teachers as assessors in this standard curriculum, among the aspects that are emphasized as a guide in implementing assessment is the professional judgment of teachers in determining the level of student mastery (CDC, 2019). According to the guidelines of the CDC (2019), professional judgment is an assessment made using professional knowledge of the expected curriculum which includes knowledge, skills, values, evidence of achievement, teaching strategies, assessment methods and outlined standards. Looking at the guidelines for professional judgment, it is found that teachers' assessment of students is comprehensive. It is not only to the knowledge, skills and values required but it also includes aspects of pedagogical preparation and assessment practices aimed at the outlined standards. Thus, professional considerations should be practiced by teachers to ensure the success of the assessment; knowledge, experience, professional responsibilities and student input. Extensive knowledge is essential for teachers to acquire content knowledge and strategies in teaching followed by skills in assessing students. Skilled in assessing students can be described when a teacher can professionally use various assessment methods fairly, transparently and continuously (CDC, 2019; Norfarahin & Mohd Isa, 2019) in order to assess the current development of students accurately (Hariatul Hafidzah et al., 2021).

The Implementation of CBA

CBA is a process of observing or analyzing learning in the classroom. Therefore, there are five guidelines that are the basis for teachers in conducting assessment in the classroom that was set by the CDC (2019). The implementation of CBA is according to the CBA flow chart guidelines which consist of planning of the teaching and learning as well as assessment methods, implementing teaching and learning as well as assessment methods, recording and analyzing student mastery, follow up actions and reporting. The following Figure 2.2 shows the CBA's implementation flow chart:

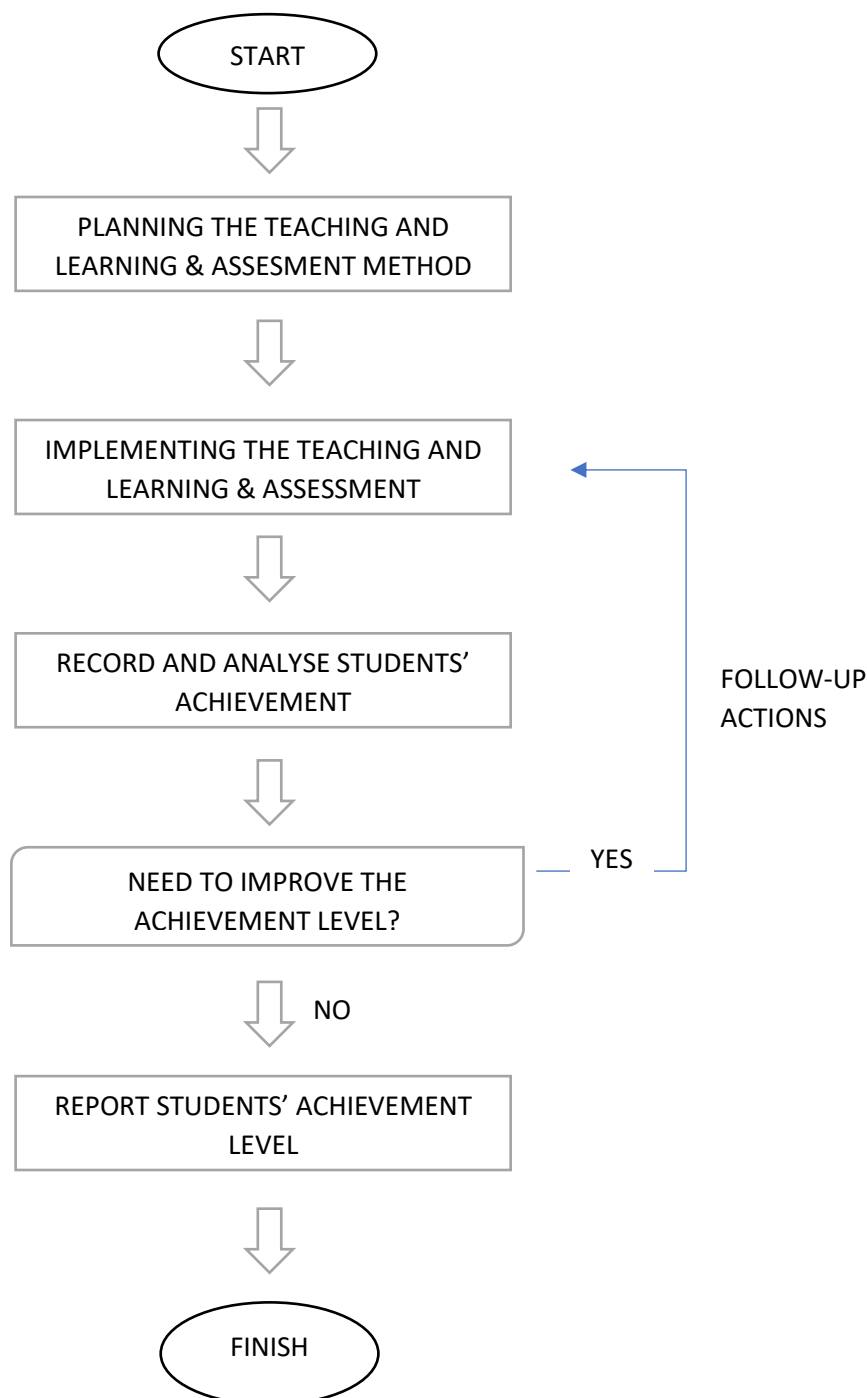


Figure 2.2 Flow Chart for the Implementation of CBA

In planning the teaching and learning as well as assessment methods, teachers need to read thoroughly and understand the content of each topic in the DSKP. Teachers also need to determine the learning goals that can be achieved by students and needs to be assessed by teachers. In determining these learning objectives, teachers must ensure that the objectives are in line with the Content Standards (CS) and Learning Standards (LS). Teachers should also identify the appropriate method in planning the assessments. The different methods used can be either one of a combination of few methods; by observation, oral or written. To identify the effectiveness of the method, it is depending on the learning goals that have been

determined and carried out continuously. The determination of the assessment method also needs to cater to the student's abilities.

The assessment tools used for the CBA will depend on the planned teaching and learning activities and also the assessment method chosen. Among the instruments that can be created by teachers based on selected assessment methods are worksheets, checklists, questionnaires, test question papers or continuous records (running record). The second stage of the CBA implementation is to implement the teaching and learning and assessment. This stage is an important phase in determining the effectiveness of teachers' teaching. At this stage, the teacher will be able to identify the strengths and weaknesses of students. The teacher will then make the follow up actions according to the current learning needs of the students. At this stage of implementation, teachers will teach according to appropriate learning strategies while implementing continuous assessment in teaching and learning. The implementation of the assessment will require one or more methods chosen; oral assessment, written assessment or assessment through observation. Teachers carry out the assessment that is guided by the assessment methods that have been prepared in their lesson plans.

Teachers' understanding towards CBA

In implementing CBA, teachers' understanding of the goals of assessment is essential to achieve an effective assessment guidelines. Moreover, the new CBA is aimed at the development of students' development as opposed to the development of examination (MOE, 2013). Therefore, continuous and holistic assessment and formative assessment's practice are needed for that purpose. The implementation of CBA that is guided by DSKP, shows a good understanding among teachers that it is crucial to implement a successful CBA in the classroom. It is through the content of the DSKP, that the integration between content standards, learning standards and performance standards can be done, in line with the demands of the current curriculum.

Teachers' understanding of CBA can be shown through a study by Kalai Selvan and Sarimah (2016) that described CBA leads to changes in teachers' teaching methods. Moreover, that study of five primary school teachers also suggested that CBA is a new method in assessing students. This is due to the fact that they acknowledge CBA as a continuous assessment that students can be assessed more often than traditional assessment. Furthermore, the study also suggested that student-centered teaching should also be highlighted with a variety of student activities and teachers should act as continuous mentors. Teachers' teaching methods have also changed; active learning occurs with activities planned by teachers to give students the opportunity to explore independent learning.

In addition, a research by Nur Aishah Mohamed and Muhammad Hussin (2020) who studied the perception of Islamic Education teachers on classroom assessment also found that teachers are very sensitive to changes in the assessment practice. Islamic subject teachers in the Petaling Perdana district were also found to understand the goals and concepts of CBA. They agreed that CBA is a process that needs to be carried out continuously in the classroom. This was also reported in a study by Senin Khamis and Asri Selamat (2019) which involved four participants, four teachers namely Malay, English, Science and Mathematics teachers in

the Sekolah Kluster Kecemerlangan in Malacca, found that teachers are aware of the changes in the assessment practice in Malaysian school. These teachers also acknowledge that CBA is an ongoing process with the aim of evaluating the effectiveness of teaching and learning. Furthermore, CBA also plays a role in ensuring that teachers assess students based on the learning objectives. This study that uses the qualitative approach highlights the opinion of teachers that CBA is implemented to identify the effectiveness of the teaching and learning by looking at the extent to which the prepared learning objectives can be achieved.

Teachers' understanding in assessment can also be highlighted with a study by Halimah and Rozita Radhiah (2019) that focuses on the scoring process given by teachers based on DSKP and CBA Implementation Guidelines. The study found that the implementation of scoring among the participants is still at a low level. A case study conducted on seven Malay language teachers in a secondary school in a district in Negeri Sembilan found that the problem occurred because the teachers thought that the Level of Proficiency and Performance Standard were too subjective. However, the teachers scored the students based on teachers' understanding of the DSKP. Teachers were found to implement assessment with several methods such as professional judgment, relaxed approach and oral assessment as well as question and answer. Furthermore, individual assessment is also practiced because students have different potentials and abilities. An example of assessment that has been conducted by the teachers in the study is when the teacher observes the ability of student interacts in groups.

A study by Kalai Selvan Arumugham (2020) describes the teachers' understanding in implementing CBA through the Standard Curriculum. This study highlights the CBA implementation approach as a result of the understanding of the current curriculum and also the assessment conducted by teachers. The assessment approach is assessment for learning, assessment to determine achievement's level and assessment for students' development. This study was conducted on ten teachers who teach Malay, English, Science and Mathematics subjects in primary schools through interviews and observation methods. The findings of the study found that the teachers use a variety of appropriate methods to conduct assessments based on the teaching and learning that occur in the classroom. Teachers also use the DSKP as the guideline to implement their teaching and assessment. However, according to the researcher's observation, assessment for students' outcome was the least type of assessment that was being practiced by the participants.

A study conducted by Hariatul Hafidzah et al., (2021) that involved three primary school Arabic language teachers in Perak found that teachers clearly understood and mastered DSKP. By mastering the DSKP, teachers can prepare appropriate teaching and assessment plans based on the potential and cognitive abilities of the students. Teachers were also found to implement a moderation session among colleagues to understand the issue of learning content or issues of student learning problems. They also have the competence in building lesson plans that meets the needs of their students. Therefore, the determination of the mastery level of students based on the learning needs of the Arabic language teachers can be achieved due to the good understanding of the needs of assessment in the classroom. The

researcher's study also focused on the process of planning of teaching and teachers' assessment.

In another study, teachers' understanding in the implementation of assessment can be highlighted through the direct practice in the teachers' teaching. For example, a study by Mohd Syaubari and Ahmad Yunus (2017) that explored the practice of oral questioning in the teaching of Islamic Education teachers based on high -level thinking skills (HOTS). This study which is in the form of a case study with a qualitative approach, has explored the practice of oral questioning conducted by two Islamic Education teachers that were teaching in Perak. The study found that both teachers understand that the method of oral questioning is one of the forms of assessment practiced to obtain information about students' understanding and is able to improve students' learning. These teachers were also found to use questioning practices while conducting formative assessment at all the three levels of teaching. At the beginning stage of teaching, low level of oral question is used. While the medium and high level oral questions are used in the middle and end of the lesson. Thus, the teaching practice of these two teachers in using various question levels shows that they understand the importance of using different question levels based on the needs of students and learning objectives. Moreover, these teachers started the learning sessions with low level of questions to ensure that the teachers are able to obtain direct feedback if there is any misunderstanding of concept and the learning content.

Nursafra et al., (2018) in their article explored the process of oral questioning carried out by Islamic Education teachers throughout the teaching process. This study uses a qualitative research approach in the form of a case study. The study consisted of six participants who are Islamic Education teachers that teach in secondary schools around Negeri Sembilan. Teaching observation methods, semi -structured interviews and document analysis were used for data collection. The findings suggested that there are four main strategies used by the Islamic Education teachers, namely hierarchical questioning, using stimuli, allocating waiting time and targeting questions in specific patterns. Researchers also emphasize on the appreciation and awareness of the students that need to be stimulated before questioning activities. This can be done when the Islamic Education teachers have succeed in enticing students to enliven the content of the lesson through appropriate teaching aid materials.

The findings of the study by Nursafra (2017) indirectly found that Islamic Education teachers practice critical application in their teaching with feedback practice. The forms of feedback obtained from Islamic Education teachers in this study are to praise students, give warning, recite students' ideas, ask students to explain and share insights on how to answer questions with their friends. The study was conducted qualitatively with data collection methods using semi -structured interviews, observations and document analysis. The participants of this study consisted of six Islamic Education teachers in Negeri Sembilan. The extent of feedback practices in CBA were also studied by Senin Khamis and Asri Selamat (2019) who reported that teachers have implemented feedback practices in CBA. However, it is limited to feedback from teachers in the form of writing basic comments in student workbooks.

The study of Abd Aziz et al., (2016) has focused on one dimension of Environmental Education evaluation in across the teaching and learning of Islamic Education subject. This study was conducted with a qualitative approach through a case study. The data collection for the study uses semi -structured interview on six Islamic Education teachers. The study was conducted to explore the extent of students' appreciation as a result of participation in teaching and assessment activities conducted. The study found three dimensions of the evaluation that is being implemented by the Islamic Education teachers. The first dimension is the oral question and answer techniques to assess students' understanding. The second dimension is written assessment such as doing revision of question papers' content (moral content, worship, faith) with understanding and application, not only in the form of general knowledge. During the sessions, the study participants also conducted observations by monitoring and assessing the moral and personality elements of students. The sessions that incorporate students participation in the school's program were done continuously.

The literature described above leads to a concept of teachers' understanding of the implementation of assessment in Malaysian classroom which can be explained through the following Table 2.2 below:

	The Teachers' Conception of Understanding CBA	Descriptions
1	Continuous Assessment	Assessment is done continuously in the classroom.
2	Formative Assessment	Continuous assessment on all three phases, pre, while and post phase of teaching.
3	Students' Centered	Various students' activities and teacher acts as continuous facilitator.
4	Active Learning	Teacher plans activities that can give the students opportunity to explore self-learning.
5	Professional Judgement	Teachers are able to identify students' ability and assess them based on their professional judgement with various approaches in order to assess the students' performance.
6	Oral and written assessment as well as observation	Questions and answers session, as well as observation of student behavior.
7	Individual Assessment	Assessment on individual student that is being practiced by the teacher to celebrate the different potential of every students.
8	Feedback	Immediate feedback, praises, warning, recite students' idea, and sharing of insights on how to answer questions among students.
9	DSKP Guidelines	Level of Performance and Achievement Standard
10	Students' ability and Potential	Based on knowledge, skills, values and students' preparation.
11	Moderation	Discussions among group members in

		understanding the learning content or problems raised by students' learning.
11	Lesson Plan	Lesson plan that caters to the needs of the students.

Source: Previous Research Literature

3.0 Discussions

In conclusion, conceptually, there is an understanding of the implementation of CBA among teachers in Malaysia. According to Yusni (2014), the understanding of teachers' assessment can be referred to as what the teachers thought and believe about the purpose of assessment in teaching and learning. The understanding of teachers' assessment also includes teachers' activities in planning the objectives, preparing and using the assessment's information to improve the development of teaching and learning.

The concept related to the understanding of assessment by teachers in this article can be detailed through the first aspect, namely the teacher's understanding of the goals of CBA. Through the studies by Kalai Selvan Arumugham & Sarimah (2016), Senin & Asri (2019) and Nur Aishah & Muhammad Hussin (2020), they found that teachers understand CBA as a continuous assessment in the classroom. This indicates that teachers' understanding is in line with the demands of school assessment characteristics that require continuous assessment in assessing students (CDC, 2019). While Black and William (1998) also stressed that assessment that occurs alongside the teaching and learning process, is a good assessment. In fact, Tabatha Rayment (2011) described that continuous assessment that should be understood and analyzed by teachers should include three parts of assessment; academic, behavioral and students' social. Therefore, these three aspects of assessment need to be emphasized by teachers in order to achieve a holistic assessment that does not only focus on academic achievement alone.

A study by Kalai Selvan Arumugham & Sarimah (2016) also reported that teachers think that CBA can lead to a change in teachers' teaching and a change in student learning. Teachers were also found to understand that a student-centered teaching approach and active learning are needed in teaching and assessment alongside with the 21st century learning. Activities planned by teachers should also be aimed at giving students the opportunity to explore self-learning. Therefore, teachers need to diversify students' activities while teachers act as mentors continuously until students are proficient (Olusegun, 2015; Tengku Sarina Aini et al., 2017). This agrees with the constructivist approach that forms the basis of the newly enacted curriculum and assessment (CDC, 2016; Tengku Sarina Aini et al., 2017). At the same time, in terms of assessment, the potential and ability of students should not be avoided. This can be understood from a study by Halimah and Rozita Radhiah (2019) who found that teachers always celebrate the differences in individual potential as one of their understanding in performing assessment individually on students. This is in line with the recommendations by Hariatul Hafizah et al. (2021) which explained that every assessment activity conducted by a teacher should be guided by the ability of each student individually. With such assessment, it is seen to reduce the occurrence of students' dropouts in the mainstream

education. This is due to the fact that the teachers are being fully aware of the level of education for all students.

The second aspect is the teacher's understanding of preparation in CBA. Since teachers are the implementing agents in channeling knowledge input in the teaching process, it is very important for teachers to understand well the preparation of lesson planning and assessment. Previous studies have found that teachers' understanding on the preparation of assessment planning in the classroom should be guided by the DSKP, preparation of daily lesson plans, moderation and professional judgment of teachers in conducting assessment activities (Hariatul Hafidzah et al., 2021; Kalai Selvan, 2020; Halimah & Rozita Radhiah, 2019). Teachers' understanding in implementing the assessment based on DSKP agrees with the requirements of the standard curriculum which is based mainly on the document (CDC, 2016). Through this document, there are Content Standards (CS), Learning Standards (LS) and Performance Standards (PS) that need to be integrated as early as the preparation of the daily lesson plan. A study by Hariatul Hafidzah et al. (2021) also found that teachers have a good understanding in preparing daily lesson plans that meet the needs of the students. The two elements of assessment preparation, namely referring to DSKP as a guide and lesson plan's preparation, were found to meet the requirements of school assessment's characteristics set by MOE. The characteristics are holistic, continuous, flexible and based on the current standard curriculum (CDC, 2017).

In addition, studies by Hariatul Hafidzah et al. (2021) and Halimah & Rozita Radhiah (2019) showed that professional judgment and moderation were also carried out by teachers in CBA. This illustrates the teachers' understanding of the aspirations of CBA highlighted by MOE. This aspect also proves that teachers understand the CBA is aimed to measure the developmental potential of students and not to compare the achievement of students with other students. This agrees with the purpose of professional judgment of teachers in determining the level of students' mastery. The professional judgement is comprehensive; not only knowledge, skills and values are required but also includes few aspects of pedagogical preparation and assessment practices aimed at standard outlines (CDC, 2019). Apart from that, the element of moderation is also carried out by the teachers in groups to achieve understanding in determining students' mastery fairly. Teachers' understanding of this moderation was reported in a study by Hariatul Hafidzah et al. (2021) when it was found that teachers conduct moderation as an effort to understand the issue of learning content or any problems regarding students' learning. This aspect is in line with the MOE's recommendation for teachers to exercise moderation to ensure consistent decisions in assessing students' level of mastery. Furthermore, by conducting moderation, it is able to reduce the gap of professional judgment between teachers (CDC, 2019).

The third aspect is the understanding of teachers' assessment through direct practice in the teaching process. Effective assessment practices enable teachers to obtain information in order to prepare teachers towards meaningful learning. This improves the mastery of students' learning. For example, with the practice of question and answer session which is the oral assessment of teachers-students in the classroom, this will allow teachers to obtain information immediately on students' understanding of the topic being studied (Mohd

Syaubari & Ahmad Yunus, 2017; Nursafra et al., 2018). Moreover, according to Mohd Syaubari and Ahmad Yunus (2017) in their study, it is found that teachers are informed that the practice of question and answer as an assessment activity in the classroom. Therefore, teachers need to be prepared to improve their teaching as a result of the assessment activities in order to achieved the specific students' mastery in learning. This is also described by Dixson and Worrell (2016) who explained that oral assessment can occur spontaneously during the teaching process or in a planned manner. This method can track students' understanding of the learning that is being carried out. Therefore, effective question and answer practice by teachers in the classroom is seen as one of the elements of assessment that can improve students' learning.

Studies by Senin & Asri (2019) and Nursafra (2017) found that the practice of teacher-student feedback is also an assessment method that is understood by the teachers. This method can enable the teachers to obtain information in order to improve teaching and students' learning. This is in line with Wilson (2010) who explained that with the feedback of students, teachers can identify student's achievement. At the same time, teachers can facilitate a clearer understanding on the topics being taught to the students with relating it to the learning objectives. Moreover, the need for teachers to understand that observation by teachers in the classroom also plays an important role in achieving the goals of CBA (CDC, 2019). This is because, through the method of teachers' observation, not only the oral and written assessment of students is emphasized, but students' behavior is also assessed. This shows that CBA is a holistic assessment that is in line with the goals of the National Education Philosophy. This is also in line with the aspirations of the curriculum transformation and current assessment. A study by Abd Aziz et al. (2016) described that teachers made observations to identify students' appreciation. Teachers' observation of students is implemented in the form of monitoring and evaluating the personality elements of students who are continuously participate in school programs. This is in line with Ajmain@Jimaain (2013) who suggested that good assessment does not only measure cognitive achievement but also measure the affective and psychomotor domains. Furthermore, the Malaysian Education Development Plan (MEDP) 2013-2025 also emphasizes on the learning of these students as a whole, including assessment of knowledge, skills and values (MOE, 2013).

This study, as a whole, will summarize the teachers' conception of understanding CBA and this can be translated through Figure 3.1 below.

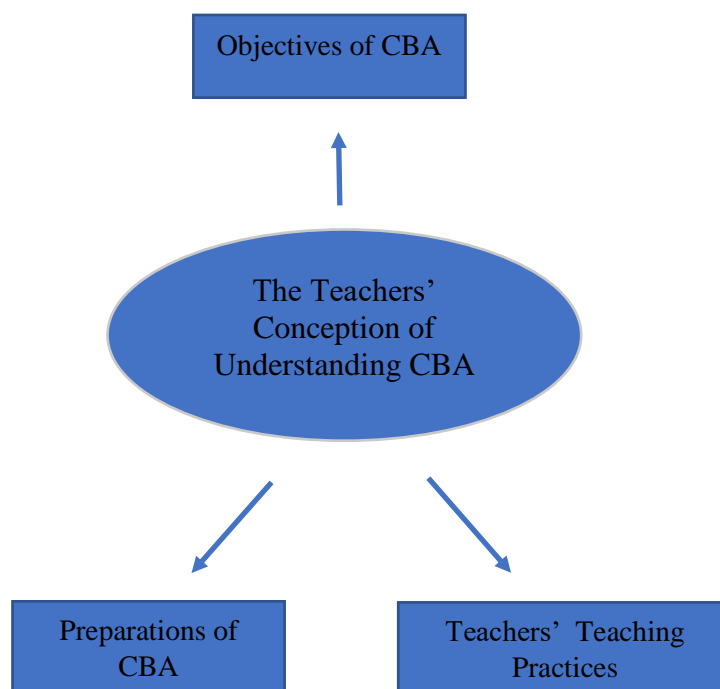


Figure 3.1 The Teachers' Conception of Understanding CBA

4.0 Summary and Recommendations

In conclusion, the correct understanding of assessment in education must be observed by all educators at every level whether by MOE policy makers, evaluators in the State Education Department or District Education Office, school administrative managers and also the implementers; teachers as instructors and assessors in the classroom. This can be done by spreading the understanding of the CBA concept through guidance, training or workshops that can cater to teaching and assessment. Moreover, the emphasis on understanding CBA should be given priority over the technical management of CBA which acts as a complement to the assessment management layout in schools. This is because, the understanding of assessment is the foundation to the effective implementation of CBA. If this can be fulfilled, the effectiveness of teaching and learning in the classroom can be achieved, in line with the demands of 21st century learning which is the current educational agenda.

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