Relationship Between the Practice of J-QAF Teachers and Individual of Authority Towards Supporting the Arabic Assessment (PKSR)

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Abstract

This study is aimed to identify the level of relationship between teacher and authoritative individual that could support School-Based Assessment (PBS) for Primary Operations Evaluation Arabic (PKSR) in j-QAF (jawi, Quran, Arabic and Fardhu Ain) program that implemented on Muslims' students. Obviously, this study was focus on every single Primary School in Malacca State of Malaysia considering 112 teachers of Arabic language that involved as respondents. Indeed, the data were obtained from questionnaire as a research tool, and was built based on of Arabic documents of (PKSR) Curriculum Development Division. Apart from that, the collected data were analysed to obtain frequencies, percentages, means and Pearson correlation analysis-r. Eventually, the findings and recommendations of this study such as Arabic PBS improvements were also discussed in this paper.

Keywords: School-based Assessment, PBS, j-QAF, Primary Operations Evaluation, Arabic Language, Primary School.

1. Introduction

Definitely, school is one of the institutions that produce 'Human Capital' according to the National Philosophy of Education which is to ensure the development of individual potential and integrated in the terms of intellectual, spiritual, emotional and physical. In the meantime, to ensure that teaching and learning is really occur. Hence, the process of testing and evaluation should be done by the teacher to obtain feedback and to evaluate students how they learn the lessons.

In fact, the system which is called School-based Assessment (PBS) is totally not a new issue for educators. In addition, this approach has been practically used several stages in school. Additionally, PBS was first introduced in schools in 1989 (Zamri et al., 2010) this assessment started with a various forms of assessment, such as school-based course work, projects, performances, physical activities, curriculum, character, attitude and personality development of students (KPM 2005, Mariani Md Nor, 2001). Assessment of the j-QAF was first implemented in 2005 based on syllabus KBSR named according to Operations Evaluation Primary School (PKSR). This (PKSR) was implemented by teachers using two types of tests, such as formative and summative tests.

2. Problem Statement

Based on the background of this study which is aimed in endeavour to study about the relationship between teacher and person which totally authority over the school-based assessment (PBS) for Primary Operations Evaluation Arabic (PKSR). Referring to a study conducted by Tunstall (2001), there were various factors that influence teachers'

anxiety related to the practical of the implementation in PBS, such as the lack of material resources and training, workload, including the burden in planning and designing as well as implementing assessments to students.

Besides, the feedback about implementation of assessment which is carried out in this assessment were found false and unnatural (Zamri et al 2010). It also posed many other issues such as the issue of validity, reliability, practicality, monitoring and articulation. In the meantime, the PBS also involved the issue of beliefs, attitudes, training, knowledge and skills (Abdul J. 2007).

A large number of teachers do not fully utilize the assessment information during the teaching process in classroom (Wan Hasmah 2003) this including in monitoring student learning in the classroom; evaluate the effectiveness of various teaching methods and to guide decisions in teaching. The implications such as; the weak students will directly left behind or they will be ignored, teaching weaknesses will not be corrected and the teacher were more inclined to blame the students weakness or mistake when the bad result occurred (Mohamad Azhar & Shahrir 2007; Wan Hasmah 2003). This is because many of the issues that arisen, such as the ability of teachers, student-teacher ratio, the material for evaluation, administrative and examination-oriented approach in classroom (Wan Hasmah 2003). As well as for students, which are facing problems keeping up their learning, this assessment practice can really help teachers to evaluate them with more holistic approach (Mohd Hanafi et al 2010; Stephen G. Sireci 2008). Hence, the need for support from institutions such as school administrators in providing facilities of assessment specifically involving specialized coursework and workshops, support from administrators and the department or ministry to ensure the success of PBS (Radin 2008).

3. Objectives of the Study

Specifically, the objectives of this study are to:

1. Identify the level of teachers' practices in the assessment of school-based Arabic (PKSR).
2. Identify the level of individual support for implementation assessment of authority in Arabic (PKSR).
3. Identify relationships between individual authority support in assessment practices of teachers in Arabic.

4. The Concept of School Based Assessment

According to David Payne (2003), the assessment is about the integration process of gathering information, interpreting information or to give value to the information and make decisions based on the interpretation made of the information. According to Rashidah (2008), Assessment of Education is defined as a process of acquiring information and formulation of the product of the learning process. When viewed separately, assessment is a process of learning and meanwhile education is a process of human development that lead to the perfect nation. The combined results of both processes, was born the concept of education in a one-dimensional assessment that reflects the educational product information learning refers to the characteristics of a human being born from the educational process.

5. Research Methodology

The study was a descriptive of research surveys. This design was chosen because it is highly appropriate to review the practice of Arabic teachers in the implementation of the j-QAF School Based Assessment (PBS). Meanwhile, the instrument used in this study was a set of questionnaire. In fact, the questionnaire could ease cooperation and could form an independent opinion as well as to evaluate the practice of Arabic teachers based on the questions posed. The study was also conducted in every single school at the National School, Malacca. A total of 112 Arabic teachers would be selected randomly.

6. Data Analysis

Table 1: Distribution of Frequency, Percentage and Mean Respondent of Assessment Practices in Classroom by Arabic Teachers during Implementation of PBS.

Statement		*NI	RI	AI	OI	VOI	mean
1 I informed the title and verbally learning objective before begin learning session	n	1	7	32	54	18	3.72
	%	(0.9)	(6.3)	(28.6)	(48.2)	(6.1)	
2 While I was teaching I prefer to raise questions verbally to students.	n	0	0	14	54	44	4.27
	%	(0)	(0)	(12.5)	(48.2)	(39.3)	
3 After oral questions submitted, I waited for a while if students failed to respond the questions promptly	n	1	0	28	56	27	3.96
	%	(0.9)	(0)	(25)	(50)	(24.1)	
4 When a student fails to give a correct answer to that oral question submitted, I immediately turned to another student to give opportunity answering that question.	n	2	5	35	52	18	3.71
	%	(1.8)	(4.5)	(31.3)	(46.4)	(16.1)	
5 When a student fails to give a correct answer to that oral question submitted, I immediately turned to other easier question.	n	1	15	35	44	17	3.54
	%	(0.9)	(13.4)	(31.3)	(39.3)	(15.2)	
6 I like to provide opportunities for students to ask questions verbally	n	0	6	20	57	29	3.97
	%	(0)	(5.4)	(17.9)	(50.9)	(25.9)	
7 I really give marks for writing exercises which have been completed by students	n	2	8	37	45	18	3.63
	%	(1.8)	(7.1)	(33)	(40.2)	(16.1)	
8 I did not provide any writing guide of how students need to rectify their exercises in writing	n	3	16	36	26	31	3.59
	%	(2.7)	(14.3)	(32.1)	(23.2)	(27.7)	
9 I told the the students verbally what mistakes have been detected through their exercises	n	3	2	26	62	19	3.82
	%	(2.7)	(1.8)	(23.2)	(55.4)	(17)	
10 I did not inform the students individually how to correct the mistakes that I could traced through their exercises	n	0	16	38	26	32	3.59
	%	(0)	(14.3)	(33.9)	(23.2)	(28.6)	
11 I gave a schematic answers to the the students so that they could evaluate their answers in the writing exercises that they have completed .	n	11	21	35	36	9	3.10
	%	(11.8)	(18.8)	(31.3)	(32.1)	(8)	
12 I seek the views of other students, is the answers given by a student should consider right or wrong	n	1	4	30	56	21	3.82
	%	(0.9)	(3.6)	(26.8)	(50)	(18.8)	
13 It is my routine to record, as well as to keep the score and marks form after completing an assessment	n	1	9	26	48	26	3.81
	%	(0.9)	(8)	(23.2)	(42.9)	(23.2)	
14 The students scores that based on PKSR records of Arabic language will be transferred into the e-reporting and confirmed by the headmaster and after that that records will be sent to PPD / JPN.	n	1	1	18	52	37	4.13
	%	(0.9)	(0.9)	(16.5)	(46.4)	(33)	
Overall Means 14 Items							3.76

*NI: Never Implement, RI: Rarely Implement, AI: Always Implement, OI: Often Implement, VOI: Very Often Implement

Based on Table 1 demonstrated the mean who respond to the items of assessment practices in the classroom. It is an activity of j-Qaf Arabic language teachers during the process of teaching and learning in the classroom. There are 14 items studied. All items are divided into 5 sections such as (i) to share its learning objectives between teachers and students (question 1), (ii) features of oral questions frequently and effectively practiced by teachers (questions 2-6), (iii) feature that provides effective feedback (questions 7-10), (iv) promote self and peer group assessment (questions 11 and 12), and (v) promote of recording assessment (questions 14 and 15).

From 14 items demonstrated, there were no means that were extremely at the low levels (1.00 - 1.50), and low (1.51 - 2.50). Most of the mean was high (3.51 - 4.50), a total of 13 items. Only 1 mean, at moderate levels (2.51 - 3.50) 11 items. Besides that, there were 1 mean considered were not at very high levels (4.51 - 5.00).

The first assessment of learning objectives shared between teachers and students, it was found that most teachers are practicing the same features of this sample. This can be shown with the lowest percentage of items that demonstrated this practice was 92.8% (n = 104). This indicated that teachers and students mutually understand the learning objectives before the learning process begins. This is important in the practice of assessment for learning to inform the student what is to be learned and why they should learn the lesson content. In addition this study aimed to enable students to gain a proper perspective of what should be learned (Azhar 2006).

Item 2 had the highest mean value of 4.27. A total of 44 respondents (39.3%) were very frequently in this

implementation and 54 respondents (48.2%) that were in the current implementation often taught me to ask questions orally to students. Only 14 respondents (12.5%) were moderately performing oral questions in the Arabic teaching.

Based on this observation, Arabic teacher prefer to use oral methods when teaching Arabic. As for the methods or techniques that usually being practice by the teacher such as repetition of each oral question. This practice is important to identify their understanding, to enhance student learning and to explain the contents of the importance of teaching and as a measure of teaching. Apart from that, the questioning techniques also can produce something great and can the whole potential of the candidate (Azhar 2006; Mokhtar 2009).

The third feature that provides effective feedback, indicated most of the samples practiced this feature. This is demonstrated by the high percentage of all the items that describe the features, except for item numbers 8 and 10 with a mean of 3.59.

Item 9th indicated that the students told me verbally what mistakes have been detected through their exercises, which is the highest item on the characteristics of the assessment feedback with the mean value 3.82

The third feature is really important such as self-encouragement and friends of the same age, all items for example: Every answer that I had given to the students so that they can evaluate the answer which was given in completing the writing exercises indicated the lowest mean compared to other items 3.10. Meanwhile, self-assessment defined as the students' assessment of their own tasks or exercises and peer assessment defined that students work is assessed by their friends (Azhar 2006). Both of these assessments allow students to:

- i. Self-motivated or by friends, this is one of the characteristics in learning assessment.
- ii. Improved self-learning.
- iii. Helped to understand the process of assessment.

Feature in encouragement that demonstrated the record of the second highest mean assessment in this section was 4.13 in item 14 related to the student's scores based on PKSR record of Arabic which is transferred into the e-reporting and verified by the headmaster that will be sent to PPD (District Education Office) or JPN (State Education Department).

Record and report about the assessment is an important practice in PBS. Siti Rahayah (2008) in her view stated there are five parties that usually requires test results and assessment in the classroom:

- i. Students; The results of evaluation in the classroom give students an opportunity to diagnose and examine their strengths and weaknesses.
- ii. Educators and institutions; Availability of valid and reliable information about assessment, educators can improve teaching strategies and methods. As for the result of the assessment in the classroom is also a catalyst for innovation and progress of education particularly to the school and KPM.
- iii. Parents and community; They can know about their children's achievement and school in the area.

Table 2: Distribution of frequency, percentage and mean's individual of authority in PBS implementation.

Statement		*DA	LA	NS	A	SA	mean
1 The management of the school (headmaster / teacher assistant principals / head of Panel) keep helping me to solve the difficulties that I faced in implementing the PKSR	n %	2 (1.8)	20 (17.9)	14 (12.5)	63 (56.3)	13 (11.6)	3.58
2 The school management conscious about instruments and materials to perform PKSR	n %	0 (0)	20 (17.9)	23 (20.5)	57 (50.9)	11 (9.8)	3.53
3 The school management conscious about instruments and materials to implement PKSR	n %	0 (0)	12 (10.7)	35 (31.3)	52 (46.4)	13 (11.6)	3.59
4 The school management does not concern the workload of PKSR implementation during dividing other tasks	n %	10 (8.9)	37 (33)	43 (38.4)	13 (11.6)	9 (8)	2.77
5 The school management facing lack of concerned towards PKSR marks that must be completed by the appointed date.	n %	5 (4.5)	16 (14.3)	47 (42)	28 (25)	16 (14.3)	3.30
6 On behalf of JPN / LPM, they should responsible to monitor PKSR assessment that are conducted by school teachers	n %	1 (0.9)	14 (12.5)	19 (17.0)	70 (62.5)	8 (7.1)	3.63
7 The continuous observation should be at the central level so that the PKSR assessment systematically can be implemented	n %	1 (0.9)	8 (7.1)	14 (12.5)	72 (64.3)	17 (15.2)	3.86
8 Adjustments should be done by a representative of JPM / LPM to ensure the implementation consistently	N %	0 (0)	6 (5.4)	11 (9.8)	69 (61.6)	26 (23.2)	4.03
Overall mean							3.52

*DA: Disagree, LA: Less Agree, NS: Not Sure, A: Agree, SA: Strongly Agree

7. Individual of Authority Support

Refer to Table 2 regarding individual of authority support defined as support from the school management such as administrator, head of Panel, the State Education Department and the Examination Board of Malaysia indicated an overall mean: 3.52.

Item 8 is the highest item mean of 4.03. There are 6 respondents (5.4%) among the Arab language teachers which is, do not agree about the coordination that must be conducted by a representative of the JPN or LPM to ensure the PKSR implementation is consistent, 11 not sure (9.8%), 69 agree (61.6%) and 26 respondents (23.2%) strongly agree and no statement disagree from the respondents.

In the meantime, 7 items related to ongoing monitoring at the central level should be implemented so that the PKSR assessment will be systematically implemented as the second highest item. A total of 89 teachers (79.5%) say agree and strongly agree the need for constant monitoring. While 14 (12.5%) said not sure, 8 respondents (7.1%) do not agree, and only one (0.9%) did not agree.

For the 3rd highest item (item 6), the party of the JPM / LPM should monitor PKSR assessment that conducted by teachers 78 teachers expressed their agreement and strongly agree. 19 of them were not sure and 15 stated not really agree and do not agree.

Obviously these three items, such as items 6, 7 and 8 demonstrated the importance and necessity of cooperation from the State Education Department and the Malaysian Examination Board with the assessment of the Arabic language teachers to ensure PKSR Arabic never face any problems.

Lowest mean was obtained for item number 4, which is 2.77. It refers to the school management that does not consider current workload of PKSR in performing other duties. Highest degree of agreement indicated not sure were 43 respondents, or 38.4 per cent followed by 10 respondents not really agree (8.9%), less than 37 respondents agree (33%) agree and 13 (11.6%) and strongly agree were 9 respondents or 8%.

Overall indicated that Arabic language teachers consider authoritative individual support is very important in the success of school-based assessment. This is due to the help of the administration as teachers, coaches PBS, officer of PPD, ARG (The Assessment Reform Group) and LPM necessary to ensure the PBS in terms of mentoring, monitoring and the like success. The teachers can also get advice and guidance by the JPN, LPM and School Inspector regarding the matters related to teaching, assessment, operation or management measures in schools.

8. The Relationship between Assessment Practices Related to Individual of Authority Support.

The final question of the study was focused on the analysis of relationships among Assessment Practice with Support. From the table above, it appears that the Pearson coefficient, $r = 0.064$ and the Sig = 0.504. Therefore, the Sig is larger than 0.05, the decision taken was to accept the null hypothesis that there is no significant relationship between assessment practices with the help of institutional support. Based on the Pearson coefficient is 0.064 then the strength of the relationship between two variables can be neglected. This means that teachers will not even work with the assessment or lack of support from individuals of authority.

Table 3: Relationship between Assessment Practices and Authority of Individual Support.

Variable	N	r	Sig.
Assessment Practice	112	.064	.504
Support	112		

Authoritative individual support factors are among the most important in the implementation of the School-Based Assessment. Inferential analysis results show there is no relationship between institutional support and individual factors such as the administration of authority, the principal trainer PBS, PPD (District Education Office), JPN (State Education Department) and LPM (Examination Board of Malaysia) with the assessment practice of Arabic Language. Based on observations, Arabic language j-QAF teachers are committed to implement a policy implemented by the MOE (Ministry of Education). This may be due to the responsibility and trust as a teacher.

However, support teachers and administrators as other authoritative individuals in the implementation of the School-Based Assessment will be required to ensure understanding of the assessment of education will be able to avoid any potential issues related to the assessment of education in our country. It coincided with the findings by Mohd Yusof & Moses (2011) found that headmaster has understood PBS at a high level, providing support in the implementation of PBS at a high level and shows the problems in the level of moderate.

Individuals and institutions are urged to become leaders in their respective jurisdictions. For example headmaster as a leader and can lead the school so there never is a big gap between the school, the community and the LPM. Thus, this lack of balance can be avoided.

Therefore, headmasters' leadership in the implementation of PBS at the school level is required to achieve the objectives and direction of the PBS so it will never deviate from its original purpose. The headmaster considers as leaders of PBS implementation in schools needs to understand deeply the concepts, principles and implementation. The headmaster also need to support and help teachers in the implementation of PBS and resolve any problems that can arise in any perspectives (Mohd Yusof & Moses 2011).

9. Conclusion

As a matter of fact, ongoing monitoring is to ensure implementation of the PBS according to the procedures and guidelines prescribed. Monitoring can be done by the Internal Monitoring of teachers appointed by Committee PBS schools and External Monitoring Division consists officer in the Ministry of Education, officer Examination Board, officer from the State Education Department and officer of the district education office. Schools may even be encouraged to do cross-monitoring and cross-coordination with the schools nearby due with the collaborations which can improve the reliability and validity of the implementation of Arabic PBS (PKSR). In conclusion, the effectiveness of an education is relying on the main leader of this system such as teachers. Indeed, teacher's performance and commitment is really important to help young teenager in gaining success.

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