

Teachers' Perspective of School-Based Assessment in a Primary School in Subang

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Abstract

The Malaysian education system is undergoing significant reforms, transitioning from traditional exam-based assessments to School-Based Assessment (SBA). This shift, part of the National Education Blueprint 2013-2025, aims to reduce rote learning and enhance critical thinking, problem-solving, and analytical skills among students. This study explores teachers' perspectives on the implementation of SBA in a primary school in Subang, focusing on their attitudes, the challenges they face, and the effectiveness of school management strategies in supporting SBA. The findings reveal that the majority of teachers view SBA positively, recognizing its potential to enhance student learning. However, they face substantial challenges, including increased workload, insufficient professional development, and the need for clearer guidelines. While administrative support is generally adequate, resource availability remains a critical issue. The study is limited by its relatively small sample size and focuses on a single school, which may affect the generalizability of the findings. Additionally, the use of self-reported data through questionnaires may introduce response biases. Theoretically, the study contributes to the understanding of SBA implementation through the lens of the Theory of Planned Behavior (TPB). Methodologically, it highlights the value of using structured questionnaires for quantifying teachers' perspectives. Practically, the findings suggest the need for ongoing professional development, clearer guidelines, and better resource allocation to support SBA. The study aligns with Sustainable Development Goal 4 (Quality Education) by promoting an assessment system that fosters holistic education and prepares students for future challenges. This study provides original insights into the implementation of SBA in primary education, highlighting the perspectives and challenges of teachers. The findings offer valuable recommendations for policymakers and educational authorities to enhance SBA practices and support teachers more effectively.

Keywords: School-Based Assessment, Teachers' Perspectives, Primary Education

Introduction

The Malaysian education system has been undergoing significant reforms in recent years to align with global educational standards and meet the evolving needs of a rapidly changing society. Among these reforms, the shift from traditional exam-based assessments to School-Based Assessment (SBA) stands out as a pivotal change introduced by the Ministry of Education. This transformation is not merely a procedural adjustment; it represents a fundamental shift in the philosophy of education in Malaysia, moving away from rote memorization towards fostering critical thinking, problem-solving, and analytical skills in students.

The importance of studying this transition to SBA cannot be overstated. In an increasingly complex world, students need more than the ability to recall information; they require the skills to apply knowledge in diverse and dynamic contexts. SBA aims to address this need by providing a more holistic and continuous assessment of students' abilities, thereby promoting deeper learning and better preparation for future challenges. The introduction of SBA is part of the broader National Education Blueprint 2013-2025, which seeks to transform the Malaysian education system into one that is more balanced, equitable, and capable of producing well-rounded individuals who can thrive in the 21st century. This study is necessary because it explores the real-world implications of this policy shift, focusing on how it is perceived and implemented by teachers—the very individuals tasked with bringing this educational reform to life. By examining teachers' perspectives, this research aims to identify the strengths and challenges of SBA, providing valuable insights that can help enhance the effectiveness of this assessment method and, by extension, the overall quality of education in Malaysia.

Current Issues

Despite the intended benefits, the implementation of SBA has faced several challenges and criticisms. One of the primary issues is the lack of consistent guidelines and training for teachers, leading to varied interpretations and implementations of SBA across different schools (Wilson & Narasuman, 2020). Additionally, teachers have reported an increased workload and pressure to meet the new assessment criteria, which can detract from their primary teaching responsibilities (Gallego & Abdullah, 2021). There are also concerns about the readiness of both teachers and students to transition from a traditional exam-based system to one that emphasizes continuous assessment and holistic development (Razali et al., 2021).

Background of the Study

Education systems worldwide are increasingly recognizing the limitations of traditional exam-based assessments. These assessments often fail to capture the full spectrum of a student's abilities, focusing primarily on memorization and regurgitation of information. In contrast, continuous and formative assessments like SBA provide a more comprehensive view of a student's progress and development over time. SBA allows for the assessment of various skills, including critical thinking, creativity, and interpersonal skills, which are essential in today's knowledge-based economy.

In Malaysia, the shift towards SBA is seen as a necessary step to improve the quality of education and produce graduates who are better prepared for the challenges of the 21st century. The National Education Blueprint 2013-2025 outlines several goals, including the development of higher-order thinking skills (HOTS), fostering a love for lifelong learning, and promoting equity in education. SBA is a key component of this blueprint, as it aims to provide a more accurate and holistic assessment of student learning.

However, the success of SBA hinges on its implementation at the school level. Teachers play a critical role in this process, as they are responsible for designing and administering assessments, providing feedback, and supporting students' learning journeys. Their perceptions and experiences can significantly influence how SBA is implemented and its overall effectiveness. This study focuses on understanding these perspectives, particularly in the context of a primary school in Subang.

Problem Statement

The first problem statement revolves around the perception and preparedness of teachers in implementing SBA. While SBA is designed to enhance student learning outcomes by focusing on higher-order thinking skills, its success heavily depends on teachers' understanding and execution of the assessment framework (Issaka et al., 2020). In Subang, a rapidly developing urban area in Malaysia, teachers' perspectives on SBA can provide valuable insights into the effectiveness of this educational reform. Without adequate support and clear guidelines, teachers may struggle to implement SBA effectively, which could undermine the objectives of the National Education Blueprint (Ministry of Education Malaysia, 2013).

The second problem statement addresses the practical challenges faced by teachers in integrating SBA into their daily teaching practices. Teachers in primary schools, especially those in Subang, have expressed concerns about the increased administrative burden and the need for continuous professional development to stay updated with SBA requirements (Hermawan, Suhartini, & Ahmad, 2021). Moreover, there is a need to explore how these challenges impact their ability to deliver quality education and foster a conducive learning environment. Understanding these challenges can help in developing strategies to support teachers and improve the overall implementation of SBA (Anih et al., 2021).

Research Objectives

The primary objectives of this study are to critically evaluate the diverse perspectives of teachers regarding the implementation of SBA, identify the potential challenges related to understanding assessment guidelines, adapting assessment practices, and managing increased workload, and evaluate the strategies adopted by the school management to address and overcome these challenges (Selvaraj, Azman, & Wahi, 2021). By achieving these objectives, the study aims to provide a comprehensive understanding of the current state of SBA implementation in primary schools in Subang.

Research Questions

To achieve the study's objectives, the following research questions were formulated:

1. What are teachers' perspectives on the implementation of SBA?
2. What challenges do teachers face in implementing SBA?

3. How effective are the strategies employed by school management to support SBA implementation?

These questions guide the investigation and help in drawing meaningful conclusions that can contribute to policy and practice. By addressing these questions, the study aims to provide actionable recommendations for improving SBA implementation and supporting teachers in their efforts to enhance student learning.

Significance of the Study

This study provides crucial insights into the implementation of School-Based Assessment (SBA) from the perspective of teachers in a private primary school in Subang. By examining teachers' views, this research identifies both the strengths and challenges of the current SBA system, offering valuable data to enhance assessment practices in Malaysian primary schools.

The findings highlight practical barriers such as increased workload and difficulties in understanding assessment criteria, which are critical for policymakers and school administrators to address. This study's significance lies in its ability to inform targeted policies, professional development programs, and resource allocation, all aimed at improving SBA implementation.

Moreover, by evaluating the effectiveness of school administration strategies in supporting teachers, the study provides actionable recommendations that can be applied across different educational contexts. These insights are essential for ensuring the success of SBA, contributing to better educational outcomes and more effective assessment practices.

Expected Contribution

This study is expected to contribute to the existing body of knowledge by providing empirical data on teachers' perspectives and experiences with SBA in a primary school in Subang. The findings can inform policymakers, educational authorities, and school administrators about the practical challenges and support needed to enhance SBA implementation. Additionally, the study can offer recommendations for professional development programs and resource allocation to ensure that teachers are adequately prepared and supported in their transition to SBA (Kumar et al., 2022).

Article Outline

The article is structured into several sections to systematically address the research objectives. The introduction provides an overview of the Malaysian education system's shift towards SBA and highlights the current issues and problem statements. The literature review section examines previous studies and theoretical frameworks related to SBA. The methodology section details the research design, sampling, and data collection methods. The results section presents the findings from the survey conducted with teachers in Subang. The discussion section interprets the findings and their implications for SBA implementation. Finally, the conclusion summarizes the key insights and offers recommendations for future research and policy development.

Literature Review

The Malaysian education system has been undergoing significant reforms over the past decade, aiming to transition from traditional exam-based assessments to more holistic evaluation methods. The introduction of School-Based Assessment (SBA) is a key initiative under the National Education Blueprint 2013-2025, designed to shift the focus from rote learning to developing students' critical thinking and problem-solving skills (Ministry of Education Malaysia, 2013). SBA aims to provide a more comprehensive assessment of students' abilities by incorporating continuous assessment methods that reflect real-world skills and knowledge application (Razali et al., 2021). This study examines the perspectives of primary school teachers in Subang, Malaysia, on the implementation and effectiveness of SBA, exploring their experiences, challenges, and recommendations for improvement.

The theoretical underpinning of SBA is rooted in constructivist theories of learning, which emphasize active, student-centered learning and the development of higher-order thinking skills. Constructivist theories, as articulated by Piaget and Vygotsky, advocate for assessments that are integrated with learning activities and reflect students' cognitive development stages (Piaget, 1952; Vygotsky, 1978). SBA aligns with these principles by utilizing diverse assessment methods, such as projects, presentations, and portfolios, which allow for a more accurate and meaningful evaluation of students' abilities (Gallego & Abdullah, 2021). Furthermore, the Theory of Planned Behavior (TPB) is relevant in understanding teachers' attitudes and behaviors towards SBA implementation. TPB suggests that teachers' intentions to implement SBA are influenced by their attitudes towards the assessment, subjective norms, and perceived behavioral control (Ajzen, 1991).

The implementation of SBA involves several key variables and elements, including teachers' attitudes and perceptions, professional development and training, administrative support, and resource availability. Teachers' attitudes towards SBA significantly impact its effectiveness, as positive perceptions can enhance implementation, while negative attitudes can hinder it (Wilson & Narasuman, 2020). Professional development is crucial for equipping teachers with the necessary skills and knowledge to implement SBA effectively (Kumar et al., 2022). Administrative support and adequate resources also play critical roles in facilitating SBA, ensuring that teachers have the necessary tools and support to conduct continuous assessments (Hermawan, Suhartini, & Ahmad, 2021). These elements collectively contribute to the overall success of SBA in achieving its intended educational outcomes.

Theoretical Framework

The theoretical framework for this study is based on the Theory of Planned Behavior (TPB), which provides a comprehensive model for understanding the factors that influence teachers' implementation of SBA. TPB posits that behavior is determined by intentions, which are influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). In the context of SBA, teachers' attitudes towards the assessment, the perceived expectations of peers and administrators (subjective norms), and their confidence in their ability to implement SBA (perceived behavioral control) are critical factors that determine their implementation behavior. This framework helps to identify the key influences on teachers' perspectives and actions regarding SBA, providing a basis for understanding the challenges and opportunities in its implementation.

Literature Review on Research Objectives

The primary research objectives of this study are to evaluate teachers' perspectives on SBA, identify the challenges they face in its implementation, and assess the strategies adopted by school management to support SBA. Previous studies have shown that teachers generally perceive SBA positively, recognizing its potential to enhance student learning and engagement (Gallego & Abdullah, 2021). However, challenges such as increased workload, insufficient training, and lack of clarity in assessment guidelines have been identified as significant barriers (Razali et al., 2021). Effective strategies for supporting SBA include ongoing professional development, clear communication of assessment criteria, and providing adequate resources and administrative support (Selvaraj, Azman, & Wahi, 2021).

Literature Review Gaps

While existing literature provides valuable insights into the implementation of SBA, several gaps remain. Most studies have focused on secondary education, with limited research on SBA in primary schools (Wilson & Narasuman, 2020). Additionally, there is a need for more empirical studies that explore teachers' perspectives in diverse educational settings, such as urban and rural schools, to understand the contextual factors influencing SBA implementation (Anih et al., 2021). Furthermore, research is needed to examine the long-term impact of SBA on student outcomes and to identify best practices for sustaining its implementation (Hermawan, Suhartini, & Ahmad, 2021). Addressing these gaps will contribute to a more comprehensive understanding of SBA and its implications for educational practice.

Conceptual Framework

The conceptual framework for this study is grounded in the Theory of Planned Behavior (TPB) and incorporates the key variables identified in the literature. The framework posits that teachers' implementation of SBA is influenced by their attitudes towards the assessment, subjective norms, and perceived behavioral control. These factors are, in turn, affected by professional development, administrative support, and resource availability. The framework also highlights the importance of examining the challenges and strategies related to SBA implementation, providing a structured approach to investigate teachers' perspectives and experiences (Ajzen, 1991; Kumar et al., 2022). By integrating these elements, the framework offers a comprehensive lens through which to analyze the factors that influence SBA implementation in primary schools.

Research Methodology

This study employs a quantitative research approach to explore teachers' perspectives on the implementation of School-Based Assessment (SBA) in a primary school in Subang. A quantitative approach is chosen for its ability to provide a systematic and objective means of quantifying variables and analyzing data statistically, thereby offering a comprehensive understanding of the research problem (Creswell, 2014). Quantitative research is particularly suitable for this study as it allows for the collection of numerical data that can be analyzed to identify patterns, correlations, and potential causal relationships between the variables of interest, such as teachers' attitudes, challenges faced, and the effectiveness of support mechanisms in SBA implementation (Issaka, Anuar, & Rashid, 2020).

The research strategy employed in this study is a survey design, which is a common method in educational research for collecting data from a large number of respondents within a relatively short period (Fowler, 2014). Surveys are advantageous for their ability to gather standardized information from a defined population, making them ideal for examining teachers' perspectives on SBA (Gallego & Abdullah, 2021). The survey is conducted using structured questionnaires distributed to primary school teachers in Subang, ensuring a broad and representative sample. This strategy facilitates the collection of diverse and comprehensive data, enabling the researcher to draw meaningful conclusions about the general attitudes and experiences of teachers regarding SBA.

Population, Sampling, and Unit of Analysis

The population for this study comprises primary school teachers in Subang, Malaysia. A convenience sampling technique is employed to select participants, aiming to include a diverse group of teachers from different schools to ensure a representative sample (Bloomfield & Fisher, 2019). The unit of analysis is the individual teacher, with the study focusing on their personal perspectives, experiences, and challenges related to SBA implementation. By targeting a sample size of 30 teachers, the study ensures sufficient data for statistical analysis while maintaining feasibility within the given time and resource constraints (Hermawan, Suhartini, & Ahmad, 2021).

Research Instrument

The primary research instrument used in this study is a structured questionnaire, designed to elicit detailed information on teachers' perspectives on SBA. The questionnaire consists of both closed-ended and Likert-scale questions to capture quantitative data on various aspects of SBA, such as teachers' attitudes, perceived challenges, and the support provided by school management (Selvaraj, Azman, & Wahi, 2021). The questionnaire is developed based on a thorough review of relevant literature and validated instruments used in previous studies, ensuring their relevance and comprehensiveness (Razali et al., 2021). The questionnaire is administered online using platforms such as Google Forms, facilitating easy distribution and data collection.

Validity and Reliability of the Data

Ensuring the validity and reliability of the data collected is paramount in this study. Content validity is established by conducting a thorough literature review and consulting with educational experts to ensure that the questionnaire adequately covers all relevant aspects of SBA (Gallego & Abdullah, 2021). Construct validity is ensured through the use of well-established scales and by pre-testing the questionnaire with a small sample of teachers to identify and rectify any ambiguities or biases (Creswell, 2014). Reliability is assessed using Cronbach's alpha to measure the internal consistency of the questionnaire items, ensuring that the instrument produces stable and consistent results (Hermawan, Suhartini, & Ahmad, 2021).

Research Analysis

The data collected from the questionnaires are analyzed using statistical software such as SPSS to perform descriptive and inferential analyses. Descriptive statistics, including means, standard deviations, and frequencies, are used to summarize the demographic characteristics

of the respondents and their general attitudes towards SBA (Fowler, 2014). Inferential statistics, such as correlation and regression analyses, are employed to examine the relationships between variables, such as the impact of professional development on teachers' attitudes towards SBA and the challenges they face (Kumar, Narasuman, & Razali, 2022). This comprehensive analysis provides insights into the factors influencing SBA implementation and offers evidence-based recommendations for improving assessment practices in primary schools.

Findings

This section presents the findings of the study, which aimed to explore teachers' perspectives on the implementation of School-Based Assessment (SBA) in a primary school in Subang. The data was collected through a structured questionnaire distributed to 30 primary school teachers. The responses provide insights into various aspects of SBA, including its impact on student learning, teachers' workload, the need for professional development, the clarity of guidelines, administrative support, and the availability of resources.

The majority of teachers (83.3%) believe that SBA enhances student learning, with 50% (15 teachers) strongly agreeing and 33.3% (10 teachers) agreeing with this statement. Only a small fraction of the respondents (6.7%) disagreed or strongly disagreed, indicating a generally positive perception of SBA's effectiveness in promoting student learning. This finding aligns with previous studies highlighting the potential of SBA to foster critical thinking and deeper understanding among students (Gallego & Abdullah, 2021).

Teachers reported that SBA significantly increases their workload. A total of 73.3% of the respondents agreed or strongly agreed with this statement, with 33.3% (10 teachers) strongly agreeing and 40% (12 teachers) agreeing. This perception is consistent with the challenges identified in the literature, where the implementation of SBA is often associated with additional administrative tasks and continuous assessment responsibilities (Razali et al., 2021).

A significant proportion of teachers (83.3%) indicated that SBA requires more professional development, with 40% (12 teachers) strongly agreeing and 43.3% (13 teachers) agreeing. This underscores the need for ongoing training and support to equip teachers with the necessary skills and knowledge to effectively implement SBA. Previous research has emphasized the importance of professional development in ensuring the successful adoption of new assessment practices (Kumar et al., 2022).

Teachers expressed mixed views regarding the clarity of SBA guidelines. While 76.7% agreed or strongly agreed that the guidelines are clear, a notable minority (10%) disagreed or strongly disagreed, and 13.3% were neutral. This indicates that while the majority find the guidelines adequate, there is still room for improvement in providing clearer and more detailed instructions to ensure consistent implementation across schools (Hermawan, Suhartini, & Ahmad, 2021).

Administrative support for SBA received generally positive feedback, with 76.7% of teachers agreeing or strongly agreeing that they receive adequate support from their school

administration. However, 20% of the respondents were neutral or disagreed, highlighting the need for more consistent and proactive support from school leaders to facilitate SBA implementation (Selvaraj, Azman, & Wahi, 2021).

The availability of resources for SBA implementation was perceived less favorably, with only 66.7% of teachers agreeing or strongly agreeing that they have the necessary resources. A significant 26.7% of teachers were neutral, and 13.3% disagreed or strongly disagreed, suggesting that resource allocation remains a critical challenge. Adequate resources, including technological tools and instructional materials, are essential for the effective execution of SBA (Issaka, Anuar, & Rashid, 2020).

Challenges in Implementing SBA

Despite the positive outlook, teachers reported several challenges. These include increased workload due to the continuous nature of SBA, insufficient professional development opportunities to equip teachers with the necessary skills, and a lack of consistent support from the Ministry of Education, particularly in providing resources and clear guidelines.

The increased workload associated with SBA was a significant concern for many teachers. They reported that the continuous assessment required by SBA demands more time and effort in planning, developing assessment tasks, providing feedback, and maintaining detailed records of student progress. This additional workload can be overwhelming, especially for teachers who are already managing large classes and other responsibilities.

Professional development is another critical area where teachers felt they needed more support. Many teachers expressed a desire for more training and workshops to help them develop effective SBA strategies and techniques. They emphasized the importance of ongoing professional development to keep up with best practices and new methodologies in assessment.

The lack of consistent support from the Ministry of Education was also highlighted as a major challenge. Teachers reported that they often receive unclear or insufficient guidelines on how to implement SBA effectively. Additionally, they noted that resources, such as assessment tools and materials, are often inadequate, making it difficult to carry out SBA as intended.

Effectiveness of Management Strategies

Teachers acknowledged efforts by school management to support SBA implementation. However, they emphasized the need for more comprehensive and ongoing professional development programs, clearer communication and guidelines from educational authorities, and adequate resources and administrative support to manage the additional workload.

Many teachers appreciated the initiatives taken by school management, such as providing some training sessions and creating platforms for teachers to share best practices. However, they felt that these efforts were often sporadic and not sufficient to address the challenges they faced. Teachers called for more structured and regular professional development programs that cover various aspects of SBA implementation.

Clearer communication and guidelines from educational authorities were also seen as crucial. Teachers expressed the need for detailed and practical guidelines that provide step-by-step instructions on how to implement SBA effectively. They also emphasized the importance of consistent communication from the Ministry of Education to keep them informed about any changes or updates related to SBA.

Administrative support was another area where teachers felt improvements were needed. They suggested that school management could help reduce their workload by providing additional resources, such as teaching assistants or administrative staff, to assist with the administrative tasks associated with SBA. This support would allow teachers to focus more on teaching and assessing students.

Discussion

Teachers' Perspectives on the Implementation of SBA

The first objective of this study was to explore teachers' perspectives on the implementation of School-Based Assessment (SBA) in a primary school in Subang. The findings reveal that a significant majority of teachers perceive SBA positively, acknowledging its potential to enhance student learning. Specifically, 83.3% of teachers believe that SBA contributes to better student learning outcomes by fostering critical thinking and deeper understanding, which aligns with the constructivist principles underlying SBA (Gallego & Abdullah, 2021). This positive perception is crucial as it indicates teachers' willingness to embrace SBA and integrate it into their teaching practices. However, a small fraction of teachers remains skeptical, suggesting that continuous efforts are needed to address any lingering concerns and ensure consistent implementation across the board.

Challenges Faced by Teachers in Implementing SBA

The second objective focused on identifying the challenges teachers face in implementing SBA. The findings indicate that teachers encounter several significant challenges, including increased workload, insufficient professional development, and lack of clear guidelines. Notably, 73.3% of teachers reported that SBA significantly increases their workload, which can lead to stress and burnout (Razali et al., 2021). Additionally, 83.3% of teachers emphasized the need for more professional development to effectively implement SBA. This finding underscores the importance of providing ongoing training and support to equip teachers with the necessary skills and knowledge. Furthermore, while a majority of teachers find the SBA guidelines clear, a notable minority (10%) expressed concerns about the clarity and consistency of these guidelines, highlighting the need for more precise and comprehensive instructions from the educational authorities (Hermawan, Suhartini, & Ahmad, 2021).

Effectiveness of Strategies Employed by School Management to Support SBA Implementation

The third objective examined the effectiveness of the strategies employed by school management to support SBA implementation. The results show that while administrative support is generally viewed positively, with 76.7% of teachers agreeing that they receive adequate support, there is still room for improvement. The feedback suggests that more consistent and proactive support from school leaders is necessary to facilitate SBA

implementation effectively (Selvaraj, Azman, & Wahi, 2021). Moreover, the availability of resources for SBA implementation received mixed reviews. While 66.7% of teachers agreed that they have the necessary resources, a significant portion remained neutral or disagreed, indicating that resource allocation continues to be a critical challenge. Effective strategies should include ensuring adequate resources, such as technological tools and instructional materials, are available to support SBA implementation fully (Issaka, Anuar, & Rashid, 2020).

Recommendations

Based on the findings of this study, several recommendations can be made to improve the implementation of SBA:

1. Educational authorities should invest in continuous and comprehensive professional development programs to equip teachers with the necessary skills and knowledge to implement SBA effectively. These programs should be designed to address specific challenges identified by teachers and provide practical strategies for integrating SBA into their teaching practices.
2. The Ministry of Education should ensure that guidelines for SBA are clear, detailed, and consistently communicated to all schools. This could include the development of standardized assessment frameworks and instructional materials that teachers can readily apply.
3. School administrators should provide robust support to teachers by facilitating regular training sessions, offering feedback on assessment practices, and ensuring that teachers have access to the necessary resources. This support should be proactive and tailored to the specific needs of each school.
4. Adequate resources, including technological tools and instructional materials, should be made available to support SBA implementation. Schools should be provided with the funding and resources needed to create an environment conducive to continuous assessment.
5. Engaging other stakeholders, such as parents and the broader community, can help to create a supportive environment for SBA. Informational sessions and collaborative efforts can ensure that all parties understand the benefits and challenges of SBA, fostering a collective approach to education.
6. Implementing a robust monitoring and evaluation system can help to track the progress of SBA implementation, identify areas for improvement, and ensure that the objectives of the National Education Blueprint are being met. Regular assessments and feedback mechanisms should be in place to support continuous improvement.

Conclusion

This study aimed to explore teachers' perspectives on the implementation of School-Based Assessment (SBA) in a primary school in Subang. The research revealed generally positive perceptions of SBA among teachers, with a significant majority recognizing its potential to enhance student learning by fostering critical thinking and deeper understanding. However, the study also highlighted substantial challenges, including increased workload, insufficient professional development, and the need for clearer guidelines. Furthermore, while administrative support was generally perceived as adequate, resource availability remained a critical issue.

The findings of this study contribute to the theoretical understanding of SBA implementation within the context of primary education. By applying the Theory of Planned Behavior (TPB), the study underscores the importance of teachers' attitudes, subjective norms, and perceived behavioral control in influencing their implementation behaviors. Methodologically, the use of a structured questionnaire provided a systematic and objective means of quantifying teachers' perspectives, offering a reliable and valid approach to examining the multifaceted aspects of SBA implementation.

Practically, the results of this study have significant implications for educational policymakers, school administrators, and teacher educators. To enhance the effectiveness of SBA, there is a need for ongoing professional development programs that equip teachers with the necessary skills and knowledge. Additionally, clear and consistent guidelines should be provided to ensure uniform implementation across schools. Adequate resources, including technological tools and instructional materials, must also be made available to support teachers in their assessment practices.

The implementation of SBA has broader social and environmental implications. By promoting a more holistic and comprehensive approach to student assessment, SBA can contribute to the development of well-rounded individuals who are better prepared to meet the demands of a rapidly changing world. Environmentally, the shift from traditional paper-based exams to continuous assessment methods can reduce the consumption of paper and other resources, aligning with sustainable practices and environmental conservation efforts.

Limitations

This study is not without limitations. The sample size was relatively small, comprising only 30 teachers from a single primary school in Subang, which may limit the generalizability of the findings. Additionally, the use of self-reported data through questionnaires may be subject to response biases. Future research could benefit from larger sample sizes and the inclusion of qualitative methods, such as interviews or focus groups, to provide a more comprehensive understanding of teachers' perspectives on SBA.

Suggestions for Future Research

Future research should explore the long-term impact of SBA on student outcomes, including academic achievement, critical thinking skills, and overall well-being. Studies could also investigate the perspectives of other stakeholders, such as students, parents, and administrators, to gain a more holistic view of SBA implementation. Furthermore, comparative studies between different regions or educational contexts could provide valuable insights into the factors that facilitate or hinder the successful adoption of SBA. Finally, research on the development and evaluation of professional development programs tailored to SBA could inform best practices for teacher training and support.

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