

Knowledge, Skills, Attitude and Problem of Teachers in Implementing Classroom Assessment Malay Language in Primary School

***¹Zamri Mahamod and ²Sh. Siti Hauzimah Wan Omar**

Abstract--- *The purpose of this study is to examine the level of knowledge, attitude, attitude and problem of teachers of Malay Language in implementing the classroom assessment (CA) for Malay Language subjects. CA is a holistic assessment, which assesses cognitive (intellectual), affective (emotional and spiritual) aspects and psychomotor (physical) in line with the Primary School Standard Curriculum and National Education Philosophy. A total of 95 Malay teachers in rural schools in Betong district, Sarawak were surveyed. The research instrument used is a questionnaire. The data were analyzed using Statistical Package for Social Science (SPSS) version 22. The data were analyzed using statistical and inferential statistics. The findings show that teachers are prepared to implement CA where the mean score of each element is high, that is, the knowledge of teachers (mean = 4.075), teacher skills (mean = 4.037) and teacher attitude (mean = 4.078). The implication of this study is that the teachers of Malay Language are ready to implement the CA although the implementation of the CA is a new one introduced by Ministry of Education.*

Keywords-- *Knowledge, skill, attitude, problememotional intelligence for better development.*

I. INTRODUCTION

Classroom assessment (CA) was introduced by the Ministry of Education Malaysia (MOE) in line with changes in the System National Education Assessment at 2017 for high school and 2018 for elementary school. Through the guidelines of implementing CA (MOE 2018), teachers can make a comprehensive assessment of aspects cognitive (intellectual), psychomotor (physical), affective (emotional and spiritual), social, and harmonious with the contents of the Philosophy of Education Nationalism that emphasizes physical aspects, mental and spiritual, that is physical, emotional, spiritual and intellectual.

Local councils are a better assessment complete, meaningful, authentic, and accurate to identify the student's level of mastery. According to Jamil (2008), teachers can use the process measurement, evaluation and assessment for to get information on student learning outcomes. An effective assessment helps teachers identify student learning levels and effective teaching of teachers (Zamri 2014).

For high school level, CA implemented from 2017, while for primary school starts 2018 with abolition of midterm practice year and year end for Level 1 students in all primary schools under the MOE. CA is a method of

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assessment authentic and holistic and more focused on student development and learning instead exam-oriented (MOE 2018). Along with development and mastery students in the Primary School Curriculum (KSSR), teachers play an important role in the CA.

In conducting CA, teachers are more focus on teaching and learning (T&L) that builds character and student personality and daily routine value practices (MOE 2018). Teachers need to make an assessment and implement the Council by administering, rate, score and record student achievement overall schools (Zamri et al. 2010). Form of assessment, the CA is expected to give birth to a student progressive, competitive human capital, innovative, and creative as you wish country (MOE 2011b).

CA is a method of assessment was recently introduced by MOE. According to MOE (2018), there are two types of CA assessments, this assessment for learning and assessment as learning. Therefore, this study aims to determine the perceptions of teachers in Malay primary school about their readiness for CA Malay implement through assessments are carried out in both types the assessment. This perceptual study reviews in terms of teachers' knowledge, skills and attitudes on the implementation of the Council in the subject Malay primary school.

II. PROBLEM STATEMENT

To achieve the goal of KSSR, teachers play an important role in determining this policy successful (MOE 2010). One of the aspects emphasized in the KSSR is the pattern of assessment at school level. During the T&L process, the assessment should be consistent with student achievement or understanding for provides information on learning outcomes (Musa 2008). Starting in 2018, the implementation of the CA will be performed entirely in the context of KSSR to elementary school students. In the implementation of CA, the teacher plays the important role that teachers are groups that will power the T&L process (MOE 2018).

However, the problem was raised in this study is to what extent the issue implementation of CA in primary school is achieved in terms of the level of readiness teacher to carry out the task of making the council? Based on studies conducted by Aniza (2014), on the implementation of school-based assessments (SBA) Malay Language teachers, aspects of teacher skills are a key factor. Thus, mastery of skills is high in the implementation of assessments is essential for an educator like a teacher. This is because there are still some teachers who are still confused and not yet ready to implement the Council. Master is a responsible person in identifying abilities, mastery, student progress and achievement with determine the learning outcome that want evaluates, designs and builds instruments evaluating, executing assessments, recording assessment results, analyzing information, reporting and following action (Zamri et al. 2010).

The problem of workload and responsibilities of teachers in implementing SBA is too heavy and the teachers themselves need to understand the objectives and goals with clear and transparent assessment should also be given attention. The study was conducted by Zamri et al. (2010) and Aniza (2014) proved SBA still affect the teachers' workload. Hence, the ministry introduced the CA in 2017 for secondary schools and 2018 for primary school is the right step to reduce the workload of teachers in creating a CA. Books Guide to the Implementation of the CA, which

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was introduced by the MOE (2018) helped teachers plan and develop the best method of assessing pupils in them, including among Malay Language teachers in primary school.

Research on knowledge, skills and Malay teachers' attitudes about CA yet been studied. Study on assessments more many run for SBA and not CA (refer to the study of Zamri et al., 2010; Aniza, 2014; Noraini & Zamri, 2016; Norzaiton & Jamaludin, 2016) Therefore, this study was designed to identify certainly the perception of teachers English school low on knowledge readiness, their skills and attitudes towards implementation CA by MOE.

III. OBJECTIVE

The objective of this study is to identify the readiness of Malay Language teacher in primary school in CA Malay Language. By specifically, the objectives of this study are to:

1. Identify the level of knowledge Malay Language teacher in primary schools in implementing the CA.
2. Identify the skill level of Malay Language teacher in primary schools in implementing the CA.
3. Identify the attitudes of Malay Language teachers in primary schools in implementing the CA.
4. Identify the problems faced by the Malay Language teacher in primary school in implementing the CA.

IV. METHODOLOGY

The design of this study is a research survey. Creswell (2008) pointed out that the design of the survey are steps in quantitative research where researchers conduct a survey on the sample and the population. In the study, the instruments for assessing the readiness of teachers in implementing CA Malay Language. Availability of teachers refers to the aspect of knowledge, skills and attitudes of teachers about the implementation of the CA. Aspects of implementation problems CA was to determine the extent of CA give problems to the Malay Language teachers to implement them in the classroom.

This study used a questionnaire as a tool for data collection. Modified questionnaire adapted from Tuan Azlyna (2013) and Aniza (2014) who studied the school-based assessment (SBA). There are five sections used in this questionnaire. Part A of the respondent. Part B of the level of knowledge of Malay Language teachers in implementing the SBA (11 items). Part C of skills Malay Language teachers in implementing the SBA (11 items). Part D of the attitude of Malay Language teachers in implementing the SBA (10 items). Part E of the problems faced by teachers in Malay Language in implementing the CA (10 items).

The pilot study was conducted to 10 respondents were selected to ensure the accuracy of survey respondents from the point of understanding. Accuracy in question covers the content, clarity, grammar, and reliability. To determine the knowledge, skills, attitudes and concerns teachers implement the CA, the findings of the pilot study have shown that the mean score of attitude in implementing the CA (4.30 mean) is very high compared with the mean score of skills and problems (mean 4.10). It is shown that the willingness of teachers to implement the CA is located at a level higher. Similarly, the readiness of teachers in terms of skills and knowledge, each showing the same high level (mean 4.10). Knowledge has a mean score lowest (mean 4.0) compared to the skills and problems. However, all aspects of knowledge, skills, attitudes and concerns is a high level. The results of the pilot study the Cronbach alpha values for ¹Zamri Mahamod, Malay Language Education, Faculty of Education, Unversiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia. ²Sh. Siti Hauzimah Wan Omar, Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia. *Corresponding Author Email: d-zam@ukm.edu.my

the questionnaire teachers' readiness for implementing aspects of CA knowledge is 0.846, 0.805 is skill, attitude is 0.830 and problem is 0.889.

In this study, the selection of the samples taken from the study population consisted of 98 Malay Language teachers who teach primary school in Betong District, Sarawak, Malaysia. For the purposes of this research, sample selection was done randomly involving 18 schools from 47 primary schools comprising a total of 98 teachers are directly involved in the implementation of CA subject of Malay Language. The number of samples in accordance with the quantitative research requires a large number of samples to be representative of the study population. A total of 98 people selected in this study. However, only 95 people who submitted the questionnaire again.

Table 1. Distribution of Respondents by School Study

No.	School Name	Teaching Malay Language (N:98)
1	SK Abang Abd.Kadir	9
2	SK Saint Augustine	6
3	SK Saka	6
4	SK Nanga Spak	5
5	SK Nanga Ajau	8
6	SK Issu Bangat	4
7	SK Nanga Enteban	3
8	SK Nanga Lidong	3
9	SK Nanga Tiga	6
10	SK Saint Mark	5
11	SK Saint Peter & Paul	5
12	SK Nanga Passa	6
13	SK Tanjung Assam	4
14	SK Balingan	5
15	SK Batholomeuw	4
16	SK Nanga Lawih	6
17	SK Sebemban	4
18	SK Spaoh	9

The questionnaires were analysed descriptively, that find the frequency, percentage, mean and standard deviation. The questionnaires were analysed using SPSS version 23.0. The questionnaires were analysed descriptively only. Mean score obtained by scale min referred to Mohd Majid (2005), is 1.00-266 (Low), 2.67-3.66 (Average) and 3.67-5.00 (High).

V. FINDINGS

1) Respondent Demographics

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Demographics of respondents in this study refers to the background of the respondents, namely race, gender, age, location, professional and academic experience. A total of ninety-five teachers were involved as respondents. Demographics of respondents as shown in Table 2.

Table 2. Respondent Demographic

Background	Respondent	Frequency	Percentage (%)
Gender	Male	58	61.10
	Female	37	38.90
Qualification	SPM	27	28.40
	STPM	4	4.20
	Bachelor	62	65.30
	Master	2	2.10
Race	Malay	53	53.70
	Sarawakian	44	46.30
Teaching experience	Below 3 years	11	11.60
	3-10 years	14	14.70
	More than 3 years	70	73.70
Location	Rural	55	57.90
	Interior	40	42.10

Based on the nation, 51 teachers of respondents (53.70%) and Malay with a total of 44 respondents (46.30%) other nations comprising Bumiputera Sarawak. In terms of gender, the number of 58 respondents (61.10%) were male teachers and a total of 37 respondents (38.90%) were the female teachers. This means that the respondents were male teachers than female teachers. In terms of age, the 18 respondents (18.90%) aged between 20 and 30 years, a total of 29 respondents (30.50%) aged between 31 and 40 years and a total of 48 respondents (50.50%) were aged 41 to 60. This indicates that most respondents involved is made up of teachers who are experienced in terms of work.

When viewed in terms of the highest academic owned by respondents, as many as 27 respondents (28.40%) have SPM, 4 respondents (4.20%) have a University degree, 62 respondents (65.30%) have a Bachelor of Education and a total of 2 respondents (2.10 %) have a Master's degree. Next, the profile of the respondents stated that the location of the respondents teaches. A total of 55 respondents (57.90%) to teach in rural areas and as many as 40 respondents (42.10%) taught in the interior. This means, most of the respondents teach in rural areas.

Based on experience to teach respondents. A total of 11 respondents (11.60%) have been teaching for less than 3 years and a group of young teachers who serve in education. A total of 14 respondents (14.70%) have had experience teaching at between 3 years to 10 years. A total of 70 patients (73.70%) have been teaching more than 10 years. It means that most of the respondents is made up of teachers who are experienced in the world of education.

2) Knowledge Level English Teachers in Implementing Classroom Assessment

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Descriptive findings that involve percentages, standard deviation and the mean is to identify the level of knowledge the teacher. Table 3 shows the results of the descriptive analysis of the distribution percentage, standard deviation, min and percentage of stage achieved by the mean score of each item on the teacher's knowledge in the implementation of CA Malay Language in primary schools. All items of knowledge are at high level. Knowledge PBD teachers perform during the process of T&L has 3.99 in mean. In terms of percentage 93.70% of respondents said they agree and strongly agree know CA perform during the process of learning. A total of 5.30% of respondents said they disagree and 1.10% of the respondents said they did not agree and strongly disagree.

For items CA knowledge that criteria based on the instructions in the book guide to the implementation of the CA provided by MOE for phase 1 has a mean of 4:05. Frequency indicates that 84.20% of teachers said they agree and strongly agree that the criteria CA assessment based on the instructions in the book provided by the MOE. 10.50% disagree and 5.30% teachers said they disagree and disagree that the criteria based on the instructions in the book CA assessment provided by the Institute for Level 1 and Level 2. MOE for this situation is also reinforced by 51.60% of teachers said they agree and strongly agree that that each assessment should follow Standard Document in Education Curriculum (DSKP) and perform the CA with the following line CA Implementation Guide which is set by the MOE (2018).

Next, it showed a mean height, to know the implementation of CA can help improve student achievement. It is indicated when the survey shows that 82.10% of teachers said they agree and strongly agree with the item. For smooth implementation of CA, 82.10% of teachers agreed and strongly agreed that in implementing the CA, the school is required to provide documents each know the school must implement the CA for all subjects from 2018 and 73.70% teachers know that the school needs to set up the Committee CA comprising of appraisers, coordinating and monitoring internal ensure CAD conducted in accordance with procedures prescribed. In addition, 74.70% of teachers said they agreed and strongly agreed that the CA emphasis on design assessments that measure proficiency and personality than the control subjects alone.

In conclusion, the knowledge of language teachers in the implementation of CA is in high level. Malay Language teacher in primary school even in the interior knowing will implement of CA directed by MOE to be implemented from year 2018. Knowledge in Malay Language teacher are facilitating the CA process done very well and accurate according to skills and students' ability to be based on aspects that measured in the CA.

Table 3. Knowledge of Malay Language Teachers in Implementing the CA (N = 95)

No.	Item	SD + DNA	DS	A+ SA	Mean	Level of Mean
1	I do the CA during the T&L process.	1.10%	5.30%	93.70%	3.99	High
2	I know that criteria CA based on instructions in the Guide Book Implementation of the CA provided by MOE.	5.3%	10.50%	84.20%	4.05	High
3	I know the execution local councils can help improve performance student.	7.40%	10.50%	82.10%	4.03	High
4	I know the council change the system method test from	1.10%	8.40%	90.50%	3.98	High

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	test achievements to the test student ability.					
5	I know inside to implement the council, school authorities be required managing documents respectively.	12.60%	5.30%	82.10%	4.07	High
6	I know compulsory school implementing CA for all subjects starting 2017.	2.10%	23.20%	74.70%	4.21	High
7	I know the council gave emphasis on shape the assessment measure mastery skills compared to content mastery subject	9.50%	15.80%	74.70%	4.06	High
8	I know the school need to set up the committee consist of assessor, coordinator, and internal monitoring for to ensure the council operated according to procedure set.	5.30%	21.10%	73.70%	4.16	High
9	I know everyone the necessary assessment following the document curriculum standards and Malay Language assessments	5.30%	20.70%	74.70%	4.15	High
10	I know CA carried out according to the guidelines set by the MOE.	5.30%	43.20%	51.60%	4.3	High
11	I know the implementation of CA increase satisfaction, trust and confidence of the public to the school	10.50%	36.80%	52.60%	3.74	High
Total of Mean					4.075	High

SD – Strongly Disagree, DNA – Do Not Agree, D – Disagree, A – Agree, SA – Strongly Agree

3) Malay Language Teacher Skills Level for Implementation in Classroom Assessment

Based on descriptive findings involving of percentage, standard deviation and mean are carried out to identify the level of instructor language skills in Malay Language by implementing through CA, table 3, demonstrated the results of descriptive pf percentage analysis, standard deviation, percentage of mean and total mean score of each item based on teacher skills in implementing the Malay Language trough CA in primary school. In terms of the mean, all 11 skills items have high mean score, which is the mean score of more than 4.00. This indicate the teachers can set an assessment for objectives to be tested during handling for CA instrument.

Implementation of CA as the best guide to Students level 1 and Standard Document in Education Curriculum (DSKP) for pupils in level 2. Teacher skills in correlation between settings the objective of assessment to be tested during handling CA to earn high mean (min = 4.06) with 85.30% of teachers showed that they agree and strongly agree in setting the objectives of CA. 14.70% only teachers say they are not agree strongly disagree and less objective in goal setting skills CA.

This item is set for standard assessment performance as the best guide to Level 1 and DSKP for Level 2, 84.20% of teachers expressed their skilled and agrees and strongly agree and 15.80% of teachers disagree and agrees is less. Score mean for the item is high i.e. mean score 4.07 and are at high level. Skills in handling bands or levels students ' mastery and evident are based on syllabus shows the lowest mean score (mean 4.38). From the percentage of 64.20% teachers express their skills in control band or level evidence of pupils based on syllabus. This is reinforced with the high skills of the teachers in items referring DSKP to determine the band and level of mastery students with mean score of 4.25. A total of 76.80% teachers give a response that they agree and totally agree with the item.

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There were 71.60% teachers reporting that they are skilled in implementing for continuous assessment of T&L conducted in class, 16.30% less agreeing and 11.60% of teachers disagree. For Items diversify the appropriate method, a total of 78.90% teachers reported that they agree and be agreed and 21.10% of the teachers were less agreed and Agree to the item. The item referring to skills has a high mean score (4.11) also stated in diversifying the instruments while 78.90% teacher agrees and strongly agree and 15.80% less agreed as well as 8.40% disagreed.

But not all teachers report them agree in telling the pupils that they be assessed prior to assessment. A total of 52.60% of teachers agreed, 37.90% of teachers reported that they were less agreed and 9.50% of teachers reported they were very disagreeing. Likewise, for items conducting their own assessment and determine the band and level of student mastery, 61.10% of teachers agreed, 29.50% teachers less agree and 9.50% of teachers disagree and strongly disagree. For item skill in entering the student 's performance in school assessment for management system on ' Off-line ' regularly states that 92.70% teacher agrees and strongly agree, 6.30% less agree and 1.10% of teachers disagree and totally disagree. In terms of the mean achieved Skills in management and processes the student's performance is 3.74.

In conclusion, skills of Malay Language teacher in primary school are implemented in CA is at high level. Based on experience and knowledge of CA, Malay Language teachers has a high skill about CA. In other words, Malay Language teachers are ready to implement the CA as instructed by MOE for primary school students in 2018.

Table 4. Malay Language Instructor Skills in Implementing CA (N = 95)

No.	Item	SD + DNA	DS	A+ SA	Mean	Level of Mean
1	I set objective for assessment to be tested while construct assessment instruments.	4.20%	10.50%	85.30%	4.06	High
2	I made a standard document for assessment performance a best guide for Level 1 and DSKP Level 2.	4.20%	11.60%	84.20%	4.07	High
3	I implement continuous assessment during P&P conducted in class.	11.60%	16.30%	71.60%	4.05	High
4	I diversify the an appropriate assessment method for students.	5.30%	15.80%	78.90%	4.11	High
5	I diversify an assessment instruments that is appropriate for students.	8.40%	15.80%	75.80%	4.07	High
6	I refer to DSP and DSKP to define the band and level of mastery.	4.20%	18.9%	76.80%	4.25	High
7	I told to students that they will assess to prior for assessment.	9.50%	37.90%	52.60%	3.72	High
8	I did on self-assessment and define the band and level of student mastery.	9.50%	29.50%	61.10%	4.16	High
9	I increase the skills after running several times for assessment.	9.50%	26.30%	64.20%	4.15	High
10	I handle the band or level of mastery and evidence of students based on syllabus for Malay Language.	2.10%	33.70%	64.20%	4.38	High

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11	I enter the students' performance in the Assessment Management OFF-Line School system regularly.	1.10%	6.30%	92.70%	3.74	High
Total of Mean					4.037	High

SD – Strongly Disagree, DNA – Do Not Agree, D – Disagree, A – Agree, SA – Strongly Agree

4) The Attitude Level of Malay Language Teachers in Implement Classroom Assessment

Table 5 discussed on descriptive analysis results on percentage of distribution, standard deviation, percentage of mean and total the mean score of each item about the attitude of teachers in implementing CA Malay Language in primary school. Attitude items that indicates the highest mean score (mean 4.26), which following the planning and time prescribed by MOE (2018). In terms of its, a total of 61.10% of teachers report agreed and highly agreed, 32.60% less agreed and 6.30% disagree and strongly disagree. Attitudes that other high shown by agreement with mean score of 4.23, which makes it aware respond to my student's performance response to repair a lesson with a frequency of 94.70% agree and highly agreed, 3.20% less agreed and 2.10% disagree and strongly disagree. Attitudes that same has the same high mean score (mean 4.15), which is attending a briefing on CA organized by the District Education Office (PPD) and State Education Department (JPN) and teaches according to CA requirements. Frequency indicates that 81.10% strongly agrees and agreed, 16.80% less agreed and 2.10% not agree and strongly disagree with the constant two items.

For three items, namely, discuss with other teachers Malay languages about implementation of CA, provides a file to keep on track the records before running CA in school, and prepare a track record the students before conducting the CA in school has a high mean score (mean 4.06). However, the frequency of consent is reported a different. Frequency of consent to discuss with other Malay Language teachers on the implementation of CA, a total of 90.50% agreed and highly agreed, 8.40% less agreed and 1.10% Disagree and strongly disagree. The items provide a file to keep on track records before running the CA in school, a total of 91.60% agreed and highly agreed, 7.40% less agreed and 1.10% disagreed. For items to prepare a record of student's performance before running the CA in school, a total of 93.70% say agree and strongly agree, 5.30% less agree and 1.10% disagreed and totally disagree.

Next, two attitudes that had a low value of mean score (mean 3.95 and mean 3.81). Frequency of consent of an item provides a plenty of opportunity to interact with the 73.70% of the teacher agreed and was very agreed, 15.80% teacher under agree and 10.50% of the teachers disagreed and were very not agree. For items that provide emphasis more on nurturing the entire development of student skills report the lowest mean score between the 10 mean score of the reported item (mean 3.81). A total of 81.00% of teachers submitted that agrees and strongly agree, 15.80% teachers under agreed and 3.20% of teachers were agreed and strongly disagree.

In conclusion, the attitude of Malay Language teachers in primary school to be implement CA is a high level. This positive attitude show that teachers are ready to implement the CA despite these CA commands was a one introduced by MOE in 2018 for primary school.

Table5. The Attitude of Malay Language Teachers in Implementing CA (N = 95)

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No.	Item	SD + DNA	DS	A+ SA	Mean	Level of Mean
1	I set up a student record performance before running CA on school.	1.10%	5.30%	93.70%	4.06	High
2	I provide a file to keep a record the performance before running CA on school.	1.10%	7.40%	91.60%	4.06	High
3	I talked with other Malay Language teacher about the implementation of CA.	1.10%	8.40%	90.50%	4.06	High
4	I attended the briefing related to CA organised by the PPD and JPN.	2.10%	16.80%	81.10%	4.15	High
5	I'm teaching my students as per the requirements of CA.	2.10%	16.80%	81.10%	4.15	High
6	I set up many opportunities to my student to interact in class.	10.50%	15.80%	73.70%	3.95	High
7	I give more emphasis to nurture whole development students' skills.	3.20%	15.80%	81.00%	3.81	High
8	I make note a counter performance response to improve my teaching.	2.10%	3.20%	94.70%	4.23	High
9	I followed a planning and time as determined by MOE.	6.30%	32.60%	61.10%	4.26	High
10	I implement CA repeatedly if students fail to pass band or level mastery that assessed.	5.30%	9.50%	86.30%	4.04	High
Total of Mean					4.078	High

SD – Strongly Disagree, DNA – Do Not Agree, D – Disagree, A – Agree, SA – Strongly Agree

5) Problems in Process of Implementation for Classrooms Assessment in Primary School

Table 6 shows descriptive analysis results on percentage distribution, standard deviation, percentage of mean and the level reached by the mean score of each item for the problems faced by the teachers in implementing Malay Language CA in primary. The table shows that the 7 Items at high level, 2 items are in moderate and 1 item at low level. Many assessment problems in each bands or levels of mastery because assessment is not possible to find and comprehensive problem are item that gets the highest mean score (mean 4.08). A total of 83.20% of teachers stated an agreement with this problem item. The problem is repeatedly due to the time constraints are a problem that next highest after the assessment problem in each band or level of mastery resulted in assessment not possible in deeper and comprehensive. This item supported by the frequency statement that 81.70% of teachers with mean score (mean = 4.01) agree and strongly agree to that items.

Table 6. Problems of Malay Language Teachers in Implementing CA (N = 95)

No.	Item	SD + DNA	DS	A+ SA	Mean	Level of Mean
1	I faced difficulty in making CA because absent problem of students to the school.	15.80%	47.40%	36.80%	3.57	High
2	I encounter the difficulty in the process CA because of many students.	20.00%	48.40%	31.60%	3.55	High
3	I am hard to spend a syllabus in the specific time because	7.40%	13.70%	78.90%	2.84	Low

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	the CA is repeated.					
4	I'm having trouble because too many topics that needed to be solved.	5.30%	13.70%	81.00%	3.96	High
5	I encountered a problem in occurrence due to limited time.	4.20%	14.70%	81.70%	4.01	High
6	I'm having trouble because many CA in each band or Level of Mastery Assessment cannot be done deeper and comprehensive.	3.20%	13.70%	83.20%	4.08	High
7	I missed a lot time to do for students due to other commitments when I hold the committee important in the school.	36.40%	27.40%	36.80%	3.94	High
8	I encounter difficulties because my dishonesty for assessing that affect the entire system in the assessment of my CA.	36.80%	27.40%	35.80%	3.83	High
9	I encounter difficulty due to short duration for CA.	8.50%	36.80%	54.80%	3.13	Moderate
10	I encounter difficulty because my lesson time is limited to execute the CA process.	8.50%	36.80%	54.80%	3.28	Moderate
Total of Mean					3.619	High

SD – Strongly Disagree, DNA – Do Not Agree, D – Disagree, A – Agree, SA – Strongly Agree

A difficulty in my teaching time is limited to implement the assessment process and difficulty because a short assessment reports a total of 54.80% of teachers support this item and 45.20% disagree and disagree with problems in this item. However, for items of difficulties because of my dishonesty in assess affecting my entire assessment system CA is only agreed by 35.80% teachers only. The rest, 64.20% of teachers deny the item's problem. Likewise, with items of difficulty problems in the assessment process as the number of pupils reported a total of 31.60% could support the items.

For decision making items make assessment due to student's absences to the school but not all teachers agree with this problem. This is, reinforced by a report of consent by the teacher stating that only 36.80% of teachers agree and 63.20% teachers rejected to this problem statement.

In conclusion, Malay language teachers in the primary school is still having difficulties in implementing the CA. Level of problems that faced by the teacher is a high level even though they have knowledge, high skills and positive attitude of implementation CA. Problems faced in the implementation of this CA can disrupt the task of teacher to implement CA effectively.

6) Summary Malay Language Primary School in Implementing Classrooms Assessment

To find out the mean score of knowledge aspect, skills and attitude of teachers, Table 7 shows that teacher knowledge (mean 4.075), skills teacher (mean 4.037), teacher attitude (mean 4.078) and problem (mean 3.169). Aspects of teacher attitudes have the highest mean score value compared to the mean score of teachers' knowledge, and knowledge, while low in mean value acquired (mean 3.619). In spite of all aspects surveyed are high levels as shown on Table 7.

Table7. Knowledge, Skills, Attitudes and Problems by Mean Score

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Item	Mean	Standard Deviation	Mean Score
Knowledge	4.075	0.846	High
Skill	4.037	0.805	High
Attitude	4.078	0.889	High
Problem	3.619	0.760	High

VI. DISCUSSION

Findings of study showed that the level of teacher's knowledge in the implementation of CA Malay Language are at high level. All items at high level because of 50.45% of teacher's state that their knowledge in implementing the highest Malay Language CA. It is supported by knowledge items that are at high level. Tuan Azlyna (2013) states that the availability level of teachers in terms of understanding the implementation of the SBA Malay Language are at high level. Rosli (2008) emphasized that teachers should dominate in knowledge in education that taught to make T&L process effective and quality.

Similarly, the findings of the study demonstrated that the level of teacher skills in implementation of the Malay Language CA is in high levels. It is supported by teacher response against the skills item states that 73.40% of the teacher report them to agree and strongly agree with all the skill level items. Aniza (2014) stated that teachers have high skills in discharging the Malay Language CA and not influenced by environmental factors. In this research, it is proven that Malay Language teachers in primary schools have the skills that to implement the CA despite assessment just implemented in school.

The findings showed that the attitude teacher in implementing Malay Language CA is a high level. All items are in the high level of the 83.48% teachers agree and strongly agree. Only 3.49% of teachers stated they were not agrees and strongly disagree. The findings of study conducted by Tuan Azlyna (2013), Noraini and (2016) states that the attitude of teachers on implementing the Malay Language in school moderate level is high because 58.80% of teachers reported agreed and strongly agree. But the findings of this study conflict with the findings of Aniza studies (2014) that found that teachers' attitude in the implementation the CA is positive and negative. Same goes for the findings of Aniza (2014), which reported that teachers have less attitude in confidence in making an assessment of students.

This study has successfully detected a form of problems encountered on implementation of CA in primary school especially in rural areas and rural area Betong District, Sarawak, Malaysia. An entire questionnaire item the problems faced by the teacher when implementing the CA recording the total s high percentage. This matter, describing various problems that need to be solved by various parties. Many assessment problems in each band or level of master resulted in assessment not possible in deeper and comprehensive in this item that a problem that gets the meanest high score (min 4.08). A total of 83.20% teachers specified an agreement against this problem item. Likewise, with too much problems topics to be solved in a very limited time reporting a total of 81.00% teachers specified with this item and only 19% of rumour teachers.

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This study aligns with the study of Tuan Azlyna (2013), Aniza (2014), Aniza and Zamri (2015) indicating that Malay Language teachers faced many problems in implement the assessment. Some of the causes are liquidity of information received on procedures execution of assessment, abundant workload, problems entering information online, short period of assessment and others. Likewise, in CA, even the CA was a new introduced by MOE in 2018 for primary school but the teachers responsible on CA has indicated the clearly the problems they encounter and will face upon implementation of this CA.

VII. CONCLUSION

This study is a Malay Language teacher perception on primary school in Betong District, Sarawak, Malaysia about the implementation of CA. Despite all the teachers were prepared in the knowledge aspect, skills and attitude of teachers in implementing CA in rural primary school and the interior is at a high level, but this study is more useful to perception. Findings this study is only for the district of Betong, Sarawak. Basically, cannot be made for teachers Malay Language teaching in school interior, rural schools throughout Malaysia.

However, the study was successful detecting a number of teachers' weaknesses in implementing the CA. Such weaknesses for each assessment must follow a standard curriculum and assessment documents and know the CA is implemented according to the MOE implementation guidelines, the prescribed by MOE (2018). Similarly, with the knowledge of teachers on implementation CA enhances our satisfaction, beliefs and public confidence in the school reporting only 52.60% of teachers report agree and strongly agree. By that matter, PPD or school should have a range of more detailed exposure from aspects of courses and training related to CA on the implementation of CA can be carried out effectively and is authentic, moreover the CA is a new introduced by MOE in 2018 for primary school.

For problems encountered during implementation of CA should be addressed with the relevant parties. Cooperation from various parties such as parents, schools and PPD should be taken into contact with Problems involving pupils, teachers and syllabus lesson. Parents should be given exposure and information on the implementation of CA to assist the school especially for teachers implemented smoothly of CA in school. On behalf of the teachers, they must be strive to diversify methods and T&L activities in class so that the process of implementation of CA can be accepted by students to be more interesting. The attitude of teachers should always aware of current educational changes for implementation of this CA.

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