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Online Classroom-based Assessment (CBA): Primary School Teacher Readiness and Challenges

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Abstract

Online Classroom-based Assessment (CBA) is an assessment in teaching and learning sessions (T&L) conducted online to obtain student information related to the development, progress, abilities, achievements and students' feedback about teacher's teaching. COVID-19 was widespread in Malaysia in early 2020, so the government implemented a Movement Control Order (MCO) by closing all sectors including all schools to prevent the spread of the pandemic. The Ministry of Education Malaysia (MOE) has developed the Home-based teaching and learning (HBL) manual, where teachers who conduct face-to-face T&L have been converted to T&L virtually during the MCO. The T&L process is carried out online so the online CBA is also implemented. Therefore, this study was conducted to identify readiness and challenges for primary school teachers in online CBA. The survey was conducted quantitatively using survey method involving a total of 161 teachers in Bentong District, Pahang as respondents. Researchers used a questionnaire instrument to obtain data and use descriptive statistics to analyze the data collected. The results of the study found that teachers in Bentong District, Pahang have a moderately high level of readiness towards the implementation of online CBA. In addition, the study also found that teachers face challenges at a high level in the implementation of online CBA.

Keywords: Online, Classroom-based, Assessment, Readiness, Challenges

Introduction

During the COVID-19 pandemic, schools encouraged teachers to implement online CBA. Online CBA is a continuous assessment throughout the learning process including teacher observation, learning discussions, group discussions and work analysis or exercises (Howell & Hricko, 2006). The implementation of new online CBA in educational institutions has brought many challenges (Gamage et al., 2020). The concept in online CBA is the same as the concept of CBA. Teachers need to use appropriate communication applications and medium especially the internet when conducting online CBA to assess students. Thus, teachers can still use the observation, oral and written assessment methods that have been modified to suit the online T&L conducted. Teachers also need to carry out planning in follow-up actions to assist the development of students' learning through the information collected in this assessment.

In addition, teachers play an important role in tracking the mastery and development of students' learning while implementing online CBA. Teachers need to be well prepared for online learning and online assessment to cope with global uncertainties such as COVID-19 that forced to close all schools. Teachers also need to master how to evaluate and detect methods in students' learning outcomes (Tuah & Idris et al., 2020). Therefore, teachers need to have readiness in understanding and readiness in implementation while conducting this online CBA.

In addition, teachers also face various challenges while implementing online CBA. According to Abduh (2021), majority of the teachers face significant challenge regarding online CBA. Schuwirth and Vleuten (2011) stated that educators who carry out online assessments need to ensure that the assessments implemented are in line with the learning objectives, consider various students' conditions, use formative and summative assessments, stimulate students learning in assessment, consider the format of assessment, ensure that they have given clear explanations to students about assessment, ensure quality feedback and how to address validity and reliability in the assessment. In addition, the challenges of teachers in the implementation of online CBA also include the skills of using learning platforms and the use of online applications (Masfarizan & Yusoff, 2020).

Background Research

Education is the foundation in the development for society and country. According to Vongpumivitch (2012), the education system in Asian countries prioritizes exam-oriented learning. The education system in Malaysia which is based on examinations after independence, has made examination as a measurement tool to measure students' understanding of learning over the years. In fact, the exam-oriented education system has produced students who are more realistic and self-centered with the sole purpose of wanting to get good results in exams only. In addition, students who take the exam are not able to master a curriculum completely. Our students should be given the opportunity to build self-sufficiency in all aspects of development (Azizah, 2021). The exam approach is less suitable to be practiced by students of the current generation who have different potential and abilities (Yates & Johnston, 2018). An effective transformation needs to be established in the way of assessment to produce high-skilled and quality human capital and not just focus on the academic field only.

In 2011, School-Based Assessment (SBA) comprising of four components, namely two academic components and two non-academic components was introduced by the Ministry of Education (MOE). The two academic components are the Central Assessment (CA) and School Assessment (SA) under the Examination Board (LP). SA is now known as Classroom-Based Assessment (CBA) and has been changed under the Curriculum Development Division (CDD). As for the non-academic component, it consist of Physical Activities, Sports and Co-Curricular Assessment (PAJSK) under the Sports, Co-curricular & Arts Division and Psychometric under the School Management Division (SMD). CBA is a component of SBA introduced by MOE in 2016. CBA conducted will involve three main components, namely teachers' T&L, the assessment instrument and student mastery level. CBA reports should be carried out twice a year to find out and examine the quality of learning for each student. In 2018, the mid-year and end-of-year examinations for Level 1 students in all schools under the MOE were abolished and replaced with a more objective CBA starting in 2019. The assessment methods implement by teachers are no exam-oriented but is an authentic and holistic assessment and focuses more on the student development and learning (MOE, 2018).

Furthermore, the Primary School Achievement Test (UPSR) which must be taken by all Year 6 students from 1988 has been abolished starting in 2021 and CBA needs to be empowered as a method of students' assessment.

The implementation of CBA has involved teacher skills, equipment facilities and assessment materials (Arumugham, 2020). Teachers implement an assessment on each student for each subject taught based on the development, progress, abilities and achievements of the students. Teachers also use the method of assessment by observation, oral, written, self and peer assessment during the implementation of CBA. Teacher's knowledge of CBA can help the teachers' readiness in the implementation of CBA (Puteri Rothiah et al., 2018). The level of knowledge, skills and attitudes of teacher will affect the readiness of the teacher in the implementation of CBA (Amie & Ruhizan, 2019). In addition, teachers are able to identify the strengths and weaknesses of each student in learning through various methods of assessment from time to time as well as being able to uncover the strengths of each student to be improved. Teachers can also carry out follow-up actions based on each individual to assist in the development of mastery for each student.

By the end of 2019, the world has been rocked by the COVID-19 pandemic can threaten human health and life. COVID-19 cases became more serious in Malaysia in 2020 until the Malaysian government decided to implement the Movement Control Order (MCO). All sectors were terminated and all schools were ordered to close from 18 March 2020 to curb the spread of Covid-19. This MCO has affected the learning of students throughout Malaysia, therefore the MOE recommends schools to implement Home-based Teaching and Learning (HBL). According to Li et al (2020), HBL is a learning method implemented at home rather than in school. This HBL is a novelty and has provided an opportunity for students and teachers to conduct alternative T&L with the full use of technology. HBL is implemented virtually so teachers need to use the online CBA method to assess students through all aspects that need to be evaluated. Teachers plan and apply quality T&L at home online, so assessments that replace written exams or tests should also be conducted online.

Subsequently, the rotational face-to-face school sessions began as COVID-19 cases eased and school closures again during the third wave of COVID-19 have once again affected student learning throughout 2021. Therefore, teachers who play an important role in student learning and assessment are still conducting HBL and CBA online. Teachers carry out formative and summative assessments to ensure that students' learning continuity is of good quality throughout their HBL. This online CBA is in line with the CBA which focuses on the development of students holistically. Teachers can choose alternative online assessments that are suitable for T&L such as online quizzes, e-games, online question and answer activities and so on. The recording and reporting of student assessment information from time to time can be implemented by the teacher in the existing template in the CDD portal online. A good assessment can provide accurate information and this can help teachers while carrying out improvements in improving the effectiveness of teacher T&L (Amie & Ruhizan, 2019). Developed countries such as South Korea, the United States and Canada are among the countries that have long implemented online learning and practiced assessment in the education system. Online CBA is also able to bring various benefits and advantages, online student learning has been practiced so as not to experience any lag to lead to the digital era of the latest revolutionary transformation.

The implementation of online CBA is very appropriate in online T&L to facilitate interaction between teachers and students with the use of communication tools. Therefore, the readiness of teachers in the knowledge and implementation of online CBA is important.

In addition, the study of Sidhu et al (2018) found that some teachers admitted to not being equipped with the knowledge and understanding of practices, standards and types of assessment. Therefore, teachers need to be constantly prepared and equip themselves in various aspects to move towards the formation of 21st century education (Hanapi et al., 2021). Online CBA is a new skill for teachers, so teachers need to master the technology in teaching first before conducting an online assessment (Fitriyah & Jannah, 2021).

Apart from that, teachers face challenges while conducting this online CBA. Although educators face various challenges but online learning and online assessment still need to be conducted to meet the needs of all students at every level (Gamage et al., 2020). The findings of the previous studies also stated that teachers faced various challenges when assessing students online including lack of physical interaction, technical difficulties, difficulty in assessing students during online learning, ensuring the integrity of online assessment and so on. Teachers also complained that their workload has been increased while performing online assessments (Abduh, 2021).

Therefore, this study was conducted to identify the readiness of primary school teachers when implementing online CBA. In addition, the challenges faced by primary school teachers in the implementation of online CBA will also be reviewed.

Problem Statement

Referring to Masfarizan and Yusoff (2020) study related to the online feasibility of CBA has stated that the implementation of online CBA is a new norm practice. The study also suggests that MOE allocates financial resources and intensifies online CBA-focused training as this is important for teachers to be more confident and master the skills in the implementation of online CBA. The implementation period of online CBA is still new and requires teachers to master and understand the concept of implementation more thoroughly. Teachers also need to have readiness in the use of technology, handling grades and providing assistance for students to perform online assessments successfully (Fitriyah & Jannah, 2021).

According to Zhang et al (2021), teachers face challenges due to the shift in the way of conducting face-to-face T&L to online T&L. Teachers also lack time and experience in online teaching and assessment. Teachers are forced to make changes in the way their assessments are online. Abduh (2021) who conducted a study on full-time online assessment during the MCO concluded that teachers face significant challenges in assessing students online. Teachers also stated that their workload has increased in online assessments. Teachers face various challenges including teachers lacking physical interaction with students, teachers facing technical difficulties, teachers having difficulty assessing students during online learning, teachers feel challenged in ensuring the integrity of online assessments and so on.

Thus, this study was conducted to identify the readiness and challenges faced by primary school teachers in the implementation of CBA online.

Research Questions

- i. What is the level of readiness of primary school teachers in the knowledge and implementation of online Classroom-based Assessment (CBA)?
- ii. What are the challenges faced by primary school teachers in online Classroom-based Assessment (CBA)?

Research Objectives

The objectives of the study are to:

- i. Identify the level of readiness of primary school teachers in the knowledge and implementation of online Classroom-based Assessment (CBA).
- ii. Identify the challenges faced by primary school teachers in online Classroom-based Assessment (CBA).

Literature Review

Changes in education are now increasingly challenging and complex. Teachers now not only focus on the T&L process, but also needing to strengthen the structuring of their assessment process in the implementation of the assessment. CBA is an assessment method implemented by teachers in assessing students in learning. Online CBA is an assessment that includes the use of computers and the internet to measure the level of mastery of students based on the information and objectives set. Teachers can implement this online assessment according to the suitability of the teacher's own time. Therefore, teachers need to be prepared, knowledgeable and improve specific skills in the implementation of effective assessments. In the study of Sudiman et al (2020) found that teachers are able to carry out assessments with various T&L activities and use various assessment methods to measure students' achievement in learning. However, the readiness of teachers in the implementation of online CBA is still taken seriously to ensure that the assessments implemented by teachers can effectively assess the mastery and quality of students. The CBA Implementation Handbook published by MOE in 2018 has helped teachers a lot during T&L planning and determining the best method to implement assessment among students (Siti Hauzimah, 2019).

In addition, teachers also face challenges in online CBA studies. Masfarizan & Yusoff (2020) study stated that teachers experienced challenges in the implementation of online CBA which was the new norm practice during the Covid-19 pandemic. Abduh's (2021) study also stated that the majority of teachers face significant challenges for online CBA. Therefore, this study was conducted to identify the level of readiness and challenges faced by primary school teachers in the implementation of online CBA. The findings of this study are expected to provide input to teachers and improvements in the implementation of online CBA.

Research Methodology

This study uses a descriptive quantitative survey method design involving a total of 161 respondents from primary school teachers in Bentong District, Pahang.

Research Instruments

In this study, the instrument used is a questionnaire in the form of Google Forms designed by the researcher. The instrument consists of three sections, namely Section A, B and C. Section A contains 9 items about the demographic profile of the respondent. Section B is divided into category I & II. Section B I contain 8 items about the readiness of primary school teachers in online CBA knowledge and Section B II contains 9 items about the readiness of primary school teachers in the implementation of online CBA. Section C, on the other hand, contains 9 items on the challenges faced by primary school teachers during the implementation of online CBA. Items in Sections B I, B II and C should be measured using the likert scale. The researcher used a likert scale containing 5 answer options in this study.

Table 1

Likert Scale Response Options

Code	Scale
SD	Strongly Disagree
D	Disagree
SWD	Somewhat Disagree
A	Agree
SA	Strongly Agree

Analysis of Research Finding

The sample in this study consisted of 161 primary school teachers around the district of Bentong, Pahang. Research findings were collected and analyzed using Microsoft Excel application. The focus of the discussion in the analysis of the findings is based on the objectives of the study. Analysis of the demographic frequency of respondents by gender, race, age, education level, school type, school location, teaching experience and experience of implementing CBA as well as online CBA were listed. The objective analysis of the first study covered the readiness of primary school teachers in knowledge and the implementation of online CBA. The second objective analysis of the study covers the challenges faced by primary school teachers during the implementation of online CBA.

Demographic Analysis

This section lists the demographic frequency analysis of respondents of 161 teachers by gender, race, age, education level, school type, school location, teaching experience and experience of implementing CBA and online CBA.

Table 2

Demographic Analysis

Demographic		Frequency	Percentage (%)
Gender	Man	63	39
	Woman	98	61
Races	Malays	118	73
	Chinese	32	20
	Indians	11	7
Ages	25 – 30 years	0	0
	31 – 40 years	61	30
	41 – 50 years	63	39
	51 years and above	37	23
Education Level	Certificate of Teaching	2	1
	Diploma	12	7
	Bachelors	136	84
	Masters	11	7
School Type	SK	118	73
	SJKC	34	21
	SJKT	9	6
School Location	Urban	64	40
	Rural	97	60

Teaching Experience	1-5 years	14	9
	6-10 years	37	23
	11-15 years	34	21
	16-20 years	29	18
	20 years and above	47	29
Experience Implementing CBA	1-5 years	58	36
	6-10 years	63	39
	11 years and above	40	25
Experience Implementing Online CBA	1 years	34	21
	2 years	51	32
	Exceed 2 years	76	47

Research Findings

Descriptive statistical methods were used to analyze data for items in Sections B I, B II and C involving frequency, percentage, mean and standard deviation. Thus, the mean and standard deviation were used to identify the level of readiness and challenges faced by primary school teachers in the implementation of online CBA based on the data obtained. The interpretation of the mean score referring to the recommendations of Nunnally and Bernstein's (1994) as in Table 3 below was used by the researcher in the analysis of the findings of this study.

Table 3

Interpretation of Min Score

Min Score	Interpretation of Min Score
1.00-2.00	Low
2.01-3.00	Moderate Low
3.01-4.00	Moderate High
4.01-5.00	High

(Source: Nunnally & Bernstein, 2010)

Research question 1: What is the level of readiness of primary school teachers in the knowledge and implementation of online Classroom-based Assessment (CBA)?

Table 4

Distribution of frequency, percentage, Mean score and standard deviation for teacher readiness in online CBA knowledge

No	Item	SD	D	SWD	A	SA	Mean	S.D	Interpretation
Teacher Readiness in Online CBA Knowledge (Mean=3.77, S.D=0.87) Moderate High Level									
1	I am ready to conduct an online Classroom-based Assessment (CBA)	3 (2%)	18 (11%)	41 (25%)	77 (48%)	22 (14%)	3.60	0.92	Moderate High
2	I am ready to set Proficiency Level (PL) according to the student's progress in the online Classroom-based Assessment (CBA).	1 (1%)	20 (12%)	39 (24%)	76 (47%)	25 (16%)	3.65	0.91	Moderate High
3	I am ready to know about the progress of the implementation of online Classroom-based Assessment (CBA).	0 (0)	19 (12%)	36 (22%)	74 (46%)	32 (20%)	3.74	0.91	Moderate High
4	I am ready to gain new and up-to-date knowledge to conduct online Classroom-based Assessment (CBA).	0 (0)	9 (6%)	28 (17%)	89 (55%)	35 (22%)	3.93	0.83	Moderate High
5	I am willing to understand about the Standard Performance Document/ Standard Document for Curriculum to conduct online Classroom-based Assessment (CBA) clearly.	0 (0)	11 (7%)	30 (19%)	87 (54%)	33 (20%)	3.88	0.84	Moderate High
6	I am ready to perform online Classroom-based	4 (3%)	12 (7%)	30 (19%)	87 (54%)	28 (17%)	3.76	0.92	Moderate High

	Assessment (CBA) based on the Standard Performance Document/Standard Document for Curriculum								
7	I am willing to refer to the Learning Standards to ensure that the online Classroom-based Assessment (CBA) runs smoothly.	2 (1%)	13 (8%)	28 (17%)	89 (55%)	29 (19%)	3.81	0.88	Moderate High
8	I am willing to share my understanding and knowledge of the online Classroom-based Assessment (CBA) with other teachers.	0 (0)	9 (6%)	39 (24%)	89 (55%)	24 (15%)	3.80	0.77	Moderate High

Table 4 shows the findings of the analysis in Section B I for each question item used in the questionnaire on the readiness of primary school teachers in the online CBA knowledge for 161 primary school teachers. Data analysis shows that the teachers strongly agreed with the fourth item which is “I am ready to gain new and up-to-date knowledge to conduct online Classroom-based Assessment (CBA)” with the highest mean value of 3.93 followed by the fifth item which is “I am willing to understand about the Standard Performance Document/Standard Document for Curriculum to conduct online Classroom-based Assessment (CBA) clearly (M=3.88, SD=0.84). Whereas for the first item “I am ready to conduct online Classroom-based Assessment (CBA)” recorded the lowest mean value (M=3.60, SD=0.92). The overall mean of primary school teacher readiness in online CBA knowledge for 161 teachers was 3.77.

This finding indicated that teachers have a moderately high level of readiness in online CBA knowledge during the implementation of online CBA. Thus, the researcher argues that teachers have readiness in online CBA knowledge because teachers have mastered the CBA skills that can be implemented in the online CBA. Abduh (2021) also noted that many teachers have a positive attitude towards the methods used in online CBA in her studies.

Table 5

Distribution of frequency, percentage, Mean score and standard deviation for teacher readiness in implementation of onlineCBA

No	Item	SD	D	SWD	A	SA	Mean	S.D	Interpretation
Teacher Readiness in Implementing of Online CBA (Mean=3.72, S.D=0.72) Moderate High Level									
1	I am willing to prepare teaching aids so that my online T&L is more effective.	2 (1%)	12 (7%)	40 (25%)	86 (53%)	21 (13%)	3.70	0.84	Moderate High
2	I am willing to conduct online T&L for each subject with reference to the latest syllabus.	2 (1%)	15 (9%)	37 (23%)	84 (52%)	23 (14%)	3.69	0.87	Moderate High
3	I am willing to motivate my students to have fun learning while conducting online T&L.	0 (0)	12 (7%)	38 (24%)	84 (52%)	27 (17%)	3.78	0.82	Moderate High
4	I am ready to perform online Classroom-based Assessment (CBA) after student has mastered a skill.	0 (0)	5 (9%)	37 (23%)	91 (57%)	18 (11%)	3.70	0.79	Moderate High
5	I am prepared to identify the abilities of students while conducting online T&L in detail based on the complete performance standards for the subject that I teach.	0 (0)	14 (9%)	39 (24%)	89 (55%)	19 (12%)	3.70	0.79	Moderate High
6	I am ready to improve the student mastery in the learning standards for the subjects that I teach online.	0 (0)	14 (9%)	36 (22%)	92 (57%)	19 (12%)	3.72	0.79	Moderate High
7	I am willing to use a variety of assessment methods to assess students as I perform online Classroom-based Assessment (CBA).	0 (0)	12 (7%)	41 (25%)	88 (55%)	20 (12%)	3.72	0.78	Moderate High
8	I am willing to keep record of Student Learning Progress in online Classroom-	0 (0)	13 (8%)	39 (24%)	83 (52%)	26 (16%)	3.76	0.82	Moderate High

	based Assessment (CBA) systematically.								
9	I am prepared to make an analysis of student achievement according to the level of mastery gained in online T&L for follow-up action.	0 (0)	15 (9%)	38 (24%)	89 (55%)	19 (12%)	3.70	0.80	Moderate High

Table 5 shows the findings of the analysis in Section B II for each question item used in the questionnaire on the readiness of primary school teachers in the implementation of online CBA for 161 primary school teachers. Data analysis showed that the teacher strongly agreed with the statement of the third item which is “I am willing to motivate my students to have fun learning while conducting the online T&L” with the highest mean value of 3.78 followed by the eighth item which is “I am willing to keep record of Student Learning Progress in online Classroom-based Assessment (CBA) systematically” (M=3.76, SD=0.80). Meanwhile for the second item which is “I am willing to conduct an online T&L for each subject with referring to the latest syllabus” recorded the lowest mean value (M=3.69, SD=0.87). The overall mean of primary school teacher readiness in the implementation of online CBA for 161 teachers is 3.72.

These findings indicate that teachers have moderately high readiness in the implementation of online CBA. Researcher argued that teachers have readiness in implementation of online CBA because most teachers are experienced when implementing CBA. Teachers face challenges in face-to-face T&L situation and are converted to virtual T&L, lack of time to implement the assessment and implementation of CBA converted to online CBA, teachers can still face these changes. Teachers are experienced and willing to carry out their assessment. Teachers can also make reflections and adapt in their assessment practices (Zhang et al., 2021).

Research question 2: What are the challenges faced by the primary school teachers in online Classroom-based Assessment (CBA)?

Table 6

Distribution of frequency, percentage, Mean score and standard deviation of the challenges faced by teachers in the implementation of online PBD

No	Item	SD	D	SWD	A	SA	Mean	S.D	Interpretation
Teacher Challenges in Implementation of online CBA (Mean=4.03, S.D=0.79) High Level									
1	I need to prepare myself in all aspects when faced with a changing world.	0 (0)	0 (0)	27 (17%)	95 (59%)	39 (24%)	4.07	0.77	High
2	I need adequate time and training on the knowledge and skills in the implementation of online Classroom-based Assessment (CBA).	0 (0)	8 (5%)	26 (16%)	87 (54%)	40 (25%)	3.99	0.85	Moderate High
3	I need to manage documents, record and manage data in the implementation of online Classroom-based Assessment (CBA).	0 (0)	8 (5%)	36 (22%)	92 (57%)	25 (16%)	3.83	0.76	Moderate High
4	I face a challenge on behalf of parents who still hold on to an exam-oriented system but lack an understanding of online Classroom-based Assessment (CBA).	0 (0)	5 (3%)	25 (16%)	99 (61%)	32 (20%)	3.98	0.77	Moderate High
5	I need to have a computer and stable internet access to perform the online Classroom-based Assessment (CBA).	1 (1%)	3 (2%)	22 (14%)	73 (45%)	62 (39%)	4.19	0.96	High
6	I need skills in the use of online media or educational platforms to access students in online Classroom-based Assessment (CBA).	0 (0)	2 (1%)	25 (16%)	95 (59%)	39 (24%)	4.06	0.79	High
7	I need to measure students' more complex skills and deeper knowledge in learning while	0 (0)	2 (1%)	30 (19%)	103 (64%)	26 (16%)	3.95	0.70	Moderate High

	implementing online Classroom-based Assessment (CBA).								
8	I need to set a student's Proficiency Level (PL) accurately and provide information on students who have not yet achieved the expected PL in the online Classroom-based Assessment (CBA).	0 (0)	1 (1%)	24 (15%)	108 (67%)	28 (17%)	4.01	0.69	High
9	I need self-confidence so that there will be no injustice in making professional judgments in the implementations of online Classroom-based Assessment (CBA).	0 (0)	1 (1%)	21 (13%)	91 (57%)	48 (30%)	4.16	0.83	High

Based on Table 6, the findings of the analysis in Section C show the challenges faced by school teachers in the implementation of online CBA. The overall mean for the challenges faced by primary school teachers in the implementation of online CBA for 161 teachers was at a high level, namely 4.03. Data analysis showed that teacher strongly agreed with the statement of the fifth item which is "I need to have a computer and stable internet access to perform the online Classroom-based Assessment (CBA)" with the highest mean value (Mean=4.19, SD=0.96). Followed by the ninth item "I need self-confidence so that there will be no injustice in making professional judgments in the implementation of online Classroom-based Assessment (CBA)". (Mean=4.16, SD=0.83). While the third item "I need to manage documents, record and manage data in the implementation of online Classroom-based Assessment (CBA)" recorded the lowest mean value (Mean=3.83, SD=0.76).

These findings indicate that teachers face challenges at a high level in the implementation of online CBA. This is supported by Abduh's (2021) study which states that teachers need to have a strong internet connection. In addition, teachers face the challenge of poor internet access as well as the use of ICT equipment and hardware that is not working properly resulting in failure to participate in online CBA activities (Masfarizan & Yusoff, 2020).

Researchers argue that self-confidence for teachers is important when implementing online CBA. This is supported by the study of Siti Hauzimah (2019) who stated that teachers need to be confident and diligent in the implementation of assessment. MOE should implement courses that are in line with the curriculum to teachers as well as provide sufficient time for teachers to fully understand the new curriculum and assessment process. This can provide teachers with a thorough and adequate preparation on the implementation of the assessment and teachers will also be confident in implementing the assessment (Norhasim & Mohamad, 2020).

Conclusion

This study has answered both research's questions, the findings showed that the level of teacher readiness in knowledge and the implementation of online CBA for primary school teachers in the district of Bentong, Pahang is moderately high. The mean average for the readiness levels in online CBA knowledge was 3.77 while the mean average for readiness levels in implementation of online CBA was 3.72. In addition, the results of the study in the challenges faced by primary school teachers in the district of Bentong, Pahang in the implementation of online CBA are high. The mean average finding for the challenges faced by primary school teachers in the implementation of online CBA is 4.03.

Online CBA is a new skill among teachers and all teachers need to master these skills in order to continue to carry out their responsibilities as a professional teacher in the success of every student. COVID-19, which is still rampant, has urged all teachers to master the skills in the implementation of CBA while conducting online T&L. Teachers who can master online CBA skills can conduct T&L and assessment anytime and anywhere the teacher is. Teachers should have diverse knowledge in the T&L and the assessment process to conduct online CBA more effectively and comprehensively. In addition, teachers face various challenges in the implementation of online CBA based on the understanding, skills, training and guidance mastered by teachers to implement the assessment. Online CBA is still new in Malaysia, it is suggested that more relevant studies can be conducted with a wider sample and more supporting documents to establish an accurate generalization of the level of readiness and challenges of teachers while implementing online CBA.

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