Problems in the Implementation of Classroom Assessment (PBD) in Malaysian Schools

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Abstract
The implementation of Classroom Assessment (PBD) in Malaysian schools marks a significant shift towards holistic student evaluation, aligning with global educational trends. This study focuses on assessing the readiness of teachers at Sekolah Menengah Kebangsaan Sultan Abdul Samad, Klang, in implementing PBD. It aims to identify their knowledge, skills, and the challenges they face in executing PBD effectively. The research objectives include gauging teachers' skill levels, pinpointing implementation hurdles, and evaluating assessment practices. Through survey methodology involving 68 teachers, this study investigates the teachers' preparedness and understanding of PBD's principles. The conceptual framework underscores the interconnectedness between teachers' knowledge, skills, and the challenges they encounter, providing a structured approach to analyze the implementation process. Findings from this study can inform policymakers and educational institutions about the efficacy of PBD implementation and highlight areas for teacher training and support. Ultimately, this research contributes to the ongoing discourse on enhancing educational assessment practices in Malaysia.
Keywords: Classroom Assessment (PBD), Teacher Skills, Implementation Challenges, Education System, Holistic Assessment

Introduction
In Malaysia, educational assessments have been realigned to meet current needs, with significant changes such as the abolition of the Ujian Pencapaian Sekolah Rendah (UPSR) from 2021. Announced by the Senior Minister of Education on April 28, 2021, this shift aims to enhance the quality of learning and enable students to compete globally. Instead of UPSR, the Ministry of Education Malaysia (MOE) now emphasizes Classroom Assessment (PBD) to gauge student learning achievements across all subjects (Sinar Harian, 2021).

PBD was introduced in 2017 for secondary schools and 2018 for primary schools, aligning with the National Education Assessment System (SPPK). According to the PBD Implementation Guidelines, teachers assess students comprehensively in cognitive, psychomotor, affective, and social domains, resonating with the National Education Philosophy which emphasizes holistic development (JERI). Continuous throughout the year, PBD does not categorize students by mastery levels but supports overall learning development, allowing teachers to identify and address learning strengths and weaknesses, and adjust teaching strategies accordingly.

The MOE introduced PBD to alleviate early educational examination burdens, foster a joyful learning environment, and facilitate holistic student progress measurement (Ministry of Education Malaysia, 2019). This aligns with Yates and Johnston's (2018) assertion that traditional examination approaches are unsuitable for young students due to varying potentials and abilities. Kalai (2020) emphasizes the need for a holistic approach to recognize student abilities over time, while Tong (2016) notes that reduced exam stress allows for engaging activities like presentations and project-based learning. Consequently, PBD aims to provide equal learning opportunities by continually assessing and allowing students to improve.

Teachers play a crucial role in PBD implementation, encompassing administration, evaluation, scoring, and recording of student achievements (Zamri Mahamod et al., 2010). PBD comprises formative and summative assessments. Formative Assessment, or Assessment for Learning (AfL), enables teachers to evaluate how well students understand and can execute tasks (Baird et al., 2017). Summative Assessment, which interprets learning progress at the end of a unit or term, does not always involve tests but can employ various methods as per learning goals (Masfarizan & Yusoff, 2020). Thus, teachers must wisely use diverse assessment methods and tools.

Research predominantly focuses on School-Based Assessment (PBS) rather than PBD (Hauzimah, 2018). This study aims to evaluate the knowledge, skills, and challenges faced by teachers of Sekolah Menengah Kebangsaan Sultan Abdul Samad, Klang, in implementing PBD.

Problem Statement
The MOE's initiative to implement PBD aligns with global trends emphasizing holistic student development assessment, as opposed to merely comparing achievements (Climie & Henley, 2016). Each student requires equal attention and guidance to prevent falling behind (Yates & Johnston, 2018). Although PBD is based on the well-known formative assessment concept, its implementation raises concerns among teachers who serve as curriculum executors (Keddie, 2018).

Introduced officially in October 2018 and implemented from January 2019 (Arumugham, 2020), PBD requires comprehensive training for teachers to ensure effective execution (Kwiek & Szadkowski, 2020). Rapid changes necessitate confidence in teachers' abilities (Donina et al., 2017). This study investigates whether teachers possess the necessary competence for PBD or develop it during implementation, considering their experience, knowledge, and skills (Keddie, 2018).

Teachers are pivotal in PBD, setting learning objectives, planning assessments, recording results, and making follow-up actions. However, this study examines the readiness of teachers at SMK Sultan Abdul Samad to implement PBD effectively. Key issues include determining students' Level of Mastery (TP) and adhering to the new curriculum transformation encompassing content, pedagogy, and assessment. Teachers evaluate students against Curriculum and Assessment Standards Documents (DSKP), focusing on Content Standards, Learning Standards, and Performance Standards (Rozita Radhiah Said & Halimah Jamil, 2019). Teachers might struggle with scoring due to limited knowledge, potentially leading to biased or non-transparent assessments. Challenges such as numerous Proficiency Levels (TP) in subjects like Malay language, extensive learning topics, limited teaching time, and additional responsibilities hinder proper assessment practices (Hauzimah, 2018). External factors like large class sizes and non-specialized subjects also influence teaching patterns.

Many teachers continue to use one-way, teacher-centered methods, lacking consistency in assessing student mastery (Arumugham, 2020). Teachers express confusion and unpreparedness in implementing PBD (Hauzimah, 2018). Inadequate planning and engagement in activities further impede effective teaching and learning (PdP).
The brief introduction of PBD without sufficient training presents a research opportunity (Arumugham, 2020). While Kwiek and Szadkowski (2018) argue that teachers need time to adapt to changes, Keddie (2018) believes that competent teachers can implement changes anytime.

Given the novelty of PBD in the national education system, there is a need for in-depth research on its implementation in secondary schools, covering curriculum, teaching, and assessment aspects (Arumugham, 2020).

Research Objectives
The objective of this study is to identify the level of readiness of teachers of Sekolah Menengah Kebangsaan Sultan Abdul Samad Klang in implementing the Classroom Assessment (PBD) in schools. Specifically, the objectives of the study are to:
i.   Identify the skill level of teachers in implementing Classroom Assessment (PBD).
ii. Identify the level of problems faced by teachers in implementing Classroom Assessment (PBD).
iii. Assess the level of teacher's assessment practices of Classroom Assessment (PBD)

Research Questions
This study aims to answer the following questions:
i.   What is the level of knowledge of teachers in implementing Classroom Assessment (PBD)?
ii. What are the skill levels of teachers in implementing Classroom Assessment (PBD)?
iii. What are the problems faced by teachers in implementing Classroom Assessment?

Scope of the Study
This study is a survey study that looked at the level of knowledge, skills and problems of teachers in implementing classroom assessment at Sekolah Menengah Kebangsaan Sultan Abdul Samad, Klang. The sample of the study consisted of all teachers of this group of 68 people.

Conceptual Framework
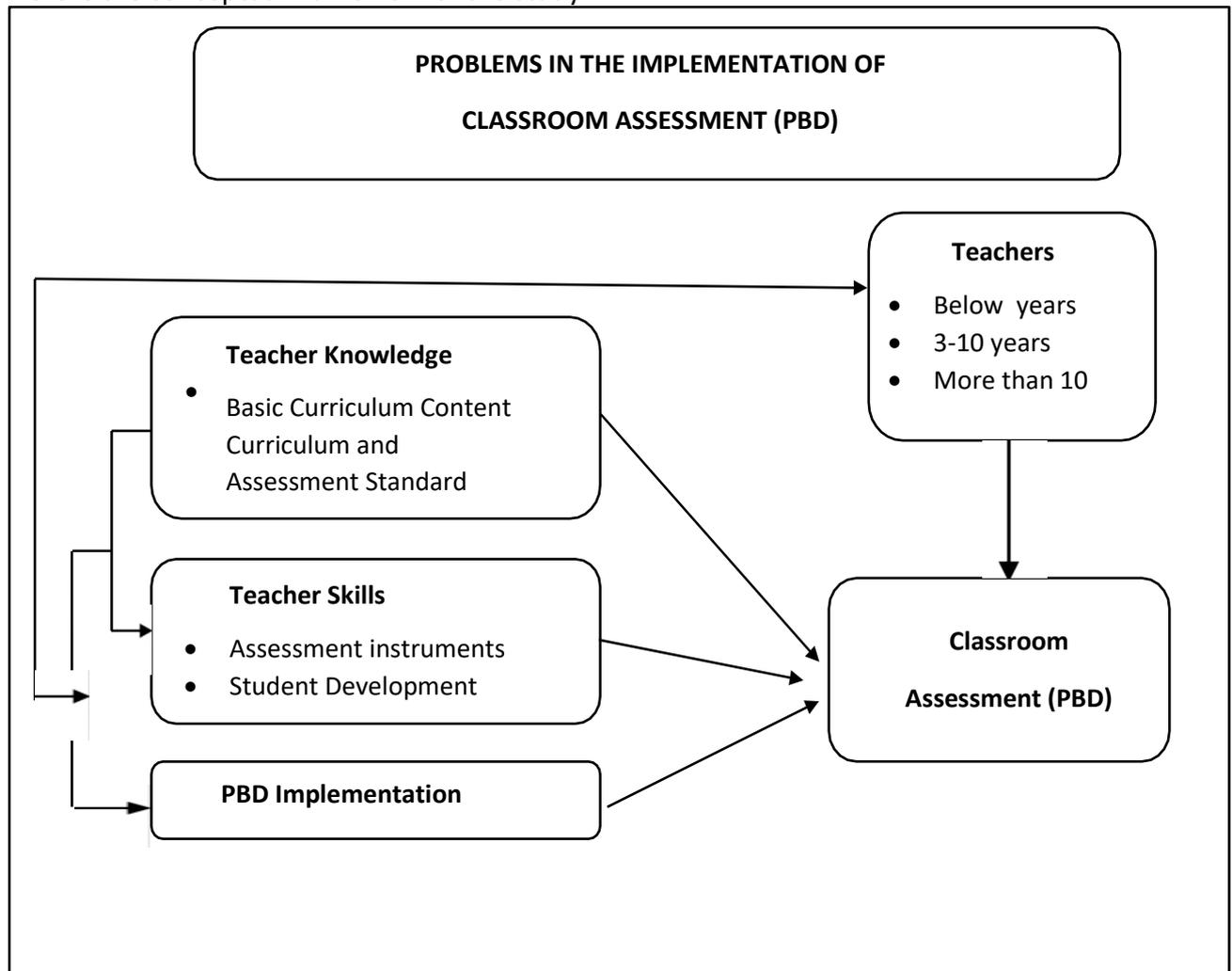Here is the conceptual framework of the study

Figure 1.1 : Conceptual framework (adaptation from Sh. Siti Hauzimah,2019)

Literature Review
Classroom Assessment, particularly Performance-Based Assessment (PBD), plays a crucial role in education, providing insights into students' development, progress, and achievements (Carlson et al., 2017). It involves a continuous evaluation process that informs teaching strategies and helps in identifying students' strengths and weaknesses (Carlson et al., 2017). PBD is seen as a more effective assessment method compared to traditional pencil-and-paper tests, aligning with the evolving educational landscape (Carlson et al., 2017). Reeves (2000) emphasizes that focusing on performance appraisal can empower students to apply knowledge in real-life situations. This form of assessment encompasses various methods such as observation, project evaluation, and testing to gauge student learning progress (Carlson et al., 2017).

Teachers' knowledge and skills in implementing Classroom Assessment are pivotal for its success (Shepard et al., 2018). Studies have shown varying levels of readiness among teachers, with some lacking the necessary skills to implement PBD effectively . However, research by Mazarul (2021) and Sh. Siti Hauzimah Wan Omar (2018) indicates that many teachers exhibit a high level of knowledge and understanding of PBD, which positively impacts student

performance . Teachers' proficiency in assessment directly influences the quality of education and students' learning outcomes (Shepard et al., 2018).

Despite the benefits of Classroom Assessment, challenges exist in its implementation (Broadbent et al., 2018). Issues such as teacher autonomy, workload, and lack of training can hinder the effective execution of assessment practices . Additionally, problems related to teachers' competence in conducting assessments have been identified, including a lack of understanding of assessment standards and mastery levels . These challenges can lead to biased assessment results and impact student development negatively (Broadbent et al., 2018).

To address these challenges, continuous training and workshops on PBD implementation are essential for teachers (Youhasan et al., 2021). Anis (2001) highlights the importance of ensuring that teachers have mastered the necessary skills to conduct assessments effectively . Moreover, collaborative efforts involving various stakeholders are crucial in enhancing teachers' assessment practices and improving student learning outcomes .

In conclusion, Classroom Assessment, particularly PBD, is a vital component of the education system that requires teachers to possess adequate knowledge and skills for successful implementation. While challenges exist, ongoing training and support can help educators overcome these obstacles and ensure the effective use of assessment practices to enhance student learning.

Research Method
Research Design
This study uses a quantitative research approach that uses a questionnaire as an instrument to obtain research findings that are analyzed using descriptive analysis to determine the level of knowledge, skills and problems of implementation of Classroom Assessment (PBD) among teachers of SMK Sultan Abdul Samad, Klang. Questionnaires, either manually or electronically, are one method of data collection that does not require an interviewer. This can directly eliminate bias among respondents in addition to allowing respondents to be honest when answering questions. The same questions addressed to different individuals make it easier for researchers to correlate and analyze study results (Ian Brace, 2018).

For the study design, the researcher has chosen to implement a non-experimental study using a survey method design where through this method the researcher will perform data collection directly from the subject group by using research questions (questionnaires) through oral or paper-pencil (Hua, 2016). Research that uses statistical data as a tool to illuminate and analyze research can reduce the researcher's time and resources.

The researcher requested the permission of the school principal to distribute the questionnaire to all the teachers in this school. Questionnaires in 'google form' were distributed online via the official Telegram of SMK Sultan Abdul Samad, Klang. Online questionnaires allow data collection to be done without intermediaries. With just one email or message, respondents in different places can access reliable online resources (María Isabel et al., 2019). Data obtained through questionnaires were numbered and analyzed according to descriptive and inferential statistical procedures.

Study Population
The population of this study refers to 68 teachers who work permanently at SMK Sultan Abdul Samad, Klang. Since this study is the researcher's first study to find out the level of implementation of Classroom Assessment (PBD) in her school, then this study tries to be conducted on a scale that is not too large because the results of this study are not for generalization to all teachers in Malaysia but to get an idea of the level of knowledge, skills and problems of implementing PBD among the teachers involved in this study. According to Krejcie and Morgan (in Wiersma 2000), the larger the population size, the larger the sample size and ratio needed to represent the population. The selection of 68 teachers, as mentioned above, was done using the method of targeted sampling (purposive sampling), which is a subject selection technique that takes into account certain characteristics. The feature referred to here is that the selected subjects are assumed to be able to provide comprehensive data for this study. Another thing that motivates the researcher involves the teachers in this school because the researcher is a senior teacher in this school. This study is essential to help the teachers to improve the implementation of PBD. When the researcher figures out their problem, she can discuss it with the schools' management to plan the programmes and activities for the teachers. The researcher hopes that the data obtained can help the school plan better curriculum activities in the future.

Research Instruments
This study uses a questionnaire instrument distributed in the form of google form as a tool to collect data and feedback from respondents. The questionnaire instrument was modified from the study of Sh. Siti Hauzimah (2018), Nurul & Anuar (2021) dan Mazarul et al. (2021) studied the implementation of classroom assessment (PBD). The following are the sections found in this questionnaire.

1. **Part A** - Demographics of respondents.
2. **Part B** - Level of knowledge of teachers implementing Classroom Assessment (PBD)
3. **Part C** - Teacher's skill level in implementing Classroom Assessment (PBD)
4. **Part D** - Level of the problem of teachers implementing Classroom Assessment (PBD

Table 1
Displays The Number Of Questions And Reference Sources Used In The Questionnaire According To The Research Questions.
Table 1
Number of Items According to Study Questions

Part	Number of items	Reference source
Part A	5	Sh. Siti Hauzimah (2018)
Part B	12	Sh. Siti Hauzimah (2018) , Nurul & Anuar (2021) dan Mazarul et al (2021)
Part C	15	Sh. Siti Hauzimah (2018) , Nurul & Anuar (2021)
Part D	10	Sh. Siti Hauzimah (2018)

Each question item in Sections B, C and D has five answer choices with a five-point Likert scale, namely 1- Strongly Disagree, 2- Disagree, 3- Not Sure, 4- Agree and 5- Strongly Agree.

Data Analysis
Questionnaire data were analyzed using Statistical Packages for the Social Sciences (SPSS) version 25.0. This software is used to analyze all the data that has been collected. Descriptive analysis, namely frequency, percentage, mean and standard deviation, was used to analyze the data for the objectives and questions of the study. Inferential analysis, i.e. T-test, was used to analyze the data for the study hypotheses. The mean scores obtained are referenced based on Riduwan's (2012) study, which divides intofour levels of meaningful interpretation to be used in this study, as shown in Table 2 below.

Table 2
Interpretation of M

Interpretation of Mean Score Min Score	Interpretation
3.51 – 4.00	Height
2.51 – 3.50	Medium high
1.51 – 2.50	Medium
1.00 – 1.50	Low

Research Findings
Introduction
This chapter include the data analysis and the results. A detailed analysis explained the findings obtained based on the demographic profile of respondent and followed analyze the knowledge, skill and problems in the implementation of classroom assessment (PBD) among teachers. All the data gathered are analyzed using *Statistical Package For The Social Sciences (SPSS), Version 23 For Windows*.

Demographic Profile of Respondents
The demographic profile consisted by gender, age, experience in teaching and highest education level. Table 4.1 shows the distribution of demographic of respondents. Based on gender showed 10 respondents are male and 55 respondents are females. It showed that 15.4% are male and 84.6% are female. This represented the respondent by female is higher than male.

Age categories of the respondents comprised by 4 categories which are between 20 to 30 years old, between 30 to 40 years, between 40 to 50 years and more than 50 years. Based on the finding, majority of the respondents are between 30 to 40 years with 23 respondents (35.4%) followed by between 40 to 50 years with 18 respondents (27.7%) and between 20 to 30 years with 13 respondents (20%). Meanwhile the minority of the respondents are more than 50 years with 11 respondents (16.9%). Next the experience in teaching showed majority of the respondents have experience more than 10 years with 42 respondents (64.6%) followed by below 3 years with 12 respondents (18.5%). Then the minority of the respondents are between 3 to 10 years with 11 respondents (16.9%).

For highest education level, majority respondents had the Degree by 57 respondents (87.7%) followed by Master with 7 respondents (10.8%) minority of the respondent are Phd with 1 respondent (1.5%).

Table 4.1
Demographic Respondent

Demographic	Frequency	Percentage
Gender		
Male	10	15.4
Female	55	84.6
Age		
20-30 years	13	20.0
30-40 years	23	35.4
40-50 years	18	27.7
More than 50 years	11	16.9
Experience in Teaching		
Below 3 years	12	18.5
3-10 years	11	16.9
More than 10 years	42	64.6
Highest Education		
Degree	57	87.7
Master	7	10.8
PhD	1	1.5

To identify the level of knowledge of teachers in implementing Classroom Assessment (PBD).

Table 4.2 represents the items of knowledge of teaching in implementing Classroom Assessment (PBD). There have 12 items that are discussing. Regarding to the finding showed all the item indicate the high level of knowledge and the overall mean showed 4.483 also indicate the high level. In detail, the highest mean showed the teachers know every assessment needs to follow the Document Curriculum and Assessment Standards (DSKP) with mean 4.754 indicated the high level. Based on the percentage showed, 98.50% respondents agree and strongly agree about that and 1.50% respondents are uncertain about these statement. Besides that, the teachers know that the PBD must be implemented in accordance with the guidelines set by the Ministry of Education (KPM) with mean 4.662 indicated the high level. Based on the percentage showed, 100% respondents agree and strongly agree about that. Next, the teachers also know about Classroom Assessment (PBD) is one of the component of

School- Based Assessment (PBS) and the assessment can be done by observation, verbal, writing, self- assessment and peer assessment with mean 4.631 indicate high level. Regarding to the percentage showed 98.50% respondents agree and strongly agree and 1.50% respondents are uncertain about that. Then the teachers know that schools are obligated to implement PBD for all subjects starting in 2017 with mean 4.616 indicate high level. Regarding to the percentage showed 98.50% respondents agree and strongly agree and 1.50% respondents are uncertain about that. Referring to the teacher know how to implement PBD during the Learning and teaching (PdP) process with mean 4.523 indicate high level. Regarding to the percentage showed 95.40% respondents agree and strongly agree and 4.60% respondents are uncertain about that. According to the teacher know that the Ministry of Education (KPM) publishes the PBD Implementation Handbook for teachers to implement PBD with mean 4.492 indicate high level Regarding to the percentage showed 93.80% respondents agree and strongly agree and 6.20% respondents are uncertain about that. For the teachers know how to record and analyses pupils achievement with mean 4.40 indicate high level. Regarding to the percentage showed 95.40% respondents agree and strongly agree and 4.60% respondents are uncertain about that. These finding also showed the teachers know how to design PdP and assessment methods with 4.339 indicate high level. Regarding to the percentage showed 95.40% respondents agree and strongly agree and 4.60% respondents are uncertain about that. Next the teachers know the PBD Quality Assurance process which is Mentoring, Coordination, Monitoring and Detection with mean 4.323 indicate the high level. Regarding to the percentage showed 89.20% respondents agree and strongly agree and 10.80% respondents are uncertain about that. Meanwhile the lowest mean reported that the teachers know the implementation of PBD increases the satisfaction, trust and confidence of the stakeholders in the school with mean 4.184 indicated the high level. Based on the percentage showed, 78.50% respondents agree and strongly agree followed by 20.00% respondents are uncertain and 1.50% respondents are strongly disagree and disagree.

Table 4.2
Knowledge of Teaching in Implementing Classroom Assessment (PBD).

Statement	SD & D	Uncertain	A & SA	Mean	Level
I know Classroom Assessment (PBD) is one of the components of School-Based Assessment (PBS)	0.00%	1.50%	98.50%	4.631	High
I know that schools are obliged to implement PBD for all subjects starting in 2017	0.00%	1.50%	98.50%	4.616	High
I know that the Ministry of Education (KPM) publishes the PBD Implementation Handbook for teachers to implement PBD	0.00%	6.20%	93.80%	4.492	High

I know every assessment needs to follow the Documents Curriculum and Assessment Standards (DSKP)	0.00%	1.50%	98.50%	4.754	High
I know how to implement PBD during the Learning and Teaching (PdP) process	0.00%	4.60%	95.40%	4.523	High
I know that the PBD must be implemented in accordance with the guidelines set by the Ministry of Education (KPM).	0.00%	0%	100%	4.662	High
I know how to design PdP and assessment methods	0.00%	4.60%	95.40%	4.339	High
I know that assessment can be done by observation, verbal, writing, self-assessment and peer assessment	0.00%	1.50%	98.50%	4.631	High
I know how to record and analyse pupils' achievements	0.00%	4.60%	95.40%	4.4	High
I know the PBD Quality Assurance process which is Mentoring, Coordination, Monitoring and Detection	0.00%	10.80%	89.20%	4.323	High
I know the implementation of PBD can improve students' academic performance	1.50%	10.80%	88.70%	4.246	High
I know the implementation of PBD increases the satisfaction, trust and confidence of the stakeholders in the school	1.50%	20.00%	78.50%	4.184	High
Overall				4.483	High

To identify the skill level of teachers in implementing Classroom Assessment (PBD).

Table 4.3 represents the items of skill of teachers in implementing Classroom Assessment

(PBD). There have 15 items that are discussing. Regarding to the finding showed all the item indicate the high level of skill and the overall mean showed 4.298 also indicate the high level. In detail, the highest mean showed the teachers allow students to ask questions during assessment process with mean 4.43 indicated the high level. Based on the percentage showed, 100% respondents agree and strongly agree about that. Besides that, the teachers can assess student's mastery level based on Performance Standards (SP) with mean 4.40 indicated the high level. Based on the percentage showed, 100% respondents agree and strongly agree about that. Next, the teachers also can ensure that the content of the assessment instrument are in line with the Learning Standards (SP) with mean 4.631 indicate high level. Regarding to the percentage showed 96.90% respondents agree and strongly agree and 3.10% respondents are uncertain about that. Then the teachers use Student Progress Record (RPM) to record student's achievement with mean 4.338 indicate high level. Regarding to the percentage showed 93.90% respondents agree and strongly agree followed by 4.60% respondents are uncertain and 1.50% respondents are strongly disagree and disagree about that. Referring to the teacher adapted the assessment instrument to the teaching method and analyze student achievement levels for each skill or learning topic with mean 4.323 indicate high level. Regarding to the percentage showed 93.80% respondents agree and strongly agree and 6.20% respondents are uncertain about that and 96.90% respondents agree and strongly agree and 3.10% are uncertain respectively. According to the teacher make sure pupils understands the question of assessment with mean 4.307 indicate high level. Regarding to the percentage showed 96.90% respondents agree and strongly agree and 3.10% respondents are uncertain about that. For the teachers use various formal or informal assessment methods according to the suitability of the assessment content (such as quizzes, games, role playing, storytelling and simple projects) are 4.292 indicate high level. Regarding to the percentage showed 95.40% respondents agree and strongly agree and 4.60% respondents are uncertain about that. These finding also showed the sufficient time for students to carry out assessment activities and carry out an assessment of the students for each skill or topic taught with 4.276 indicate high level. Regarding to the percentage showed 90.80% respondents agree and strongly agree and 9.20% respondents are uncertain about that and 96.90% respondents agree and strongly agree and 3.10% respondents are uncertain about that respectively. Next the teachers inform the students about their assessment results and provide files to keep assessment evidence and students performance records with mean 4.215 indicate the high level. Regarding to the percentage showed 89.20% respondents agree and strongly agree and 10.80% respondents are uncertain about that and 88.7% respondents agree and strongly agree followed 10.80% are uncertain and 1.50% respondents are strongly disagree and disagree respectively. Meanwhile the lowest mean reported that the teachers are mentor students repeatedly for those who have not yet reached Proficiency Levels (TP) 1,2 and 3 with mean 4.200 indicated the high level. Based on the percentage showed, 93.90% respondents agree and strongly agree followed by 4.60% respondents are uncertain and 1.50% respondents are strongly disagree and disagree.

Table 4.3
Skill Level of Teachers In Implementing Classroom Assessment (PBD).

Statement	SD & D	Uncertain	A & SA	Mean	Level
I ensure that the contents of my assessment instrument are in line with the Learning Standards (SP).	0.00%	3.10%	96.90%	4.353	High
I adapted the assessment instrument to my teaching method.	0.00%	6.20%	93.80%	4.323	High
I personally plan assignments to assess students.	1.50%	6.20%	92.30%	4.261	High
I allocate sufficient time for students to carry out assessment activities.	0.00%	9.20%	90.80%	4.276	High
I make sure pupils understand the question of assessment.	0.00%	3.10%	96.90%	4.307	High
I ask multi-level questions to assess students' understanding and mastery.	0.00%	3.10%	96.90%	4.261	High
I carry out an assessment of the students for each skill or topic taught.	0.00%	3.10%	96.90%	4.276	High
I use various formal or informal assessment methods according to the suitability of the assessment content (such as quizzes, games, role-playing, storytelling and simple projects).	0.00%	4.60%	95.40%	4.292	High
I allow students to ask questions during the assessment process.	0.00%	0.00%	100.00%	4.43	High

I analyse student achievement levels for each skill or learning topic.	0.00%	3.10%	96.90%	4.323	High
I mentor students repeatedly for those who have not yet reached Proficiency Levels (TP) 1, 2 and 3	1.50%	4.60%	93.90%	4.2	High
I inform the student about their assessment results.	0.00%	10.80%	89.20%	4.215	High
I provide files to keep assessment evidence and student performance records.	1.50%	10.80%	88.70%	4.215	High
Overall				4.298	High
I use Student Progress Records (RPM) to record student achievement.	1.50%	4.60%	93.90%	4.338	High
I assess students 'mastery levels based on Performance Standards (SP).	0.00%	0.00%	100.00%	4.4	High

To identify the level of problems faced by teachers in implementing Classroom Assessment (PBD)

Table 4.4 represents the items level of problems faced by teachers in implementing Classroom Assessment (PBD). There have 10 items that are discussing. Regarding to the finding showed all the item indicate the high and moderate level of problem faced and the overall mean showed 3.523 also indicate the moderate level. In detail, the highest mean showed the teachers find the challenging to implement Classroom Assessment for pupils who are regularly absent form school with mean 4.200 indicated the high level. Based on the percentage showed, 91.50% respondents % respondents are agreeing and strongly agree about that followed by 6.20% respondents are uncertain and 12.30 are strongly disagree and disagree. Besides that, the teachers also had trouble assessing students repeatedly due to time constraints with mean 3.754 indicated the high level. Based on the percentage showed, 64.60% respondents agree and strongly agree about that followed by 32.30% respondents are uncertain and 3.10% are strongly disagree and disagree. Next, the teachers also have difficulty implementing Classroom Assessment (PBD) due to the many students in the classroom with mean 3.723 indicate the high level. Regarding to the percentage showed 63.10% respondents agree and strongly agree followed by 32.30 respondents are uncertain and 4.60% respondents are strongly disagree and disagree. Referring to the teacher having trouble implementing PBD

because too many topic need to be resolved in minimal time with mean 3.692 indicate high level. Regarding to the percentage showed 60.10% respondents agree and strongly agree followed by 24.60% respondents are uncertain about that and 15.30% respondents strongly disagree agree and disagree. For the teachers find it difficult to make professional judgement to set the proficiency Level (TP) of students who are frequently absent form school are 3.662 indicate moderate level. Regarding to the percentage showed 66.20% respondents agree and strongly agree followed by 9.20% respondents are uncertain and 24.60% respondents are strongly disagreeing and disagree about that. These finding also showed the teachers found it challenging to finish all the Content Standards (SP) within the stipulated period because of repeatedly implementing PBD with 3.60 indicate high level. Regarding to the percentage showed 60% respondents agree and strongly agree followed by 24.60% respondents are uncertain about that and 18.50% respondents strongly disagree and disagree. According to the teacher not sure that assessment did reached the guidelines for the implementation of PBD by the Ministry of Education (KPM) with mean 3.39 indicate moderate level. Regarding to the percentage showed 49.10% respondents agree and strongly agree followed by 26.20% respondents are uncertain about that and 24.70% respondents strongly disagree and disagree. For the the teachers having trouble providing the assessment instrument with mean 3.246 indicate moderate level. Regarding to the percentage showed 38.50% respondents agree and strongly agree followed by 41.50% respondents are uncertain about that and 20% respondents strongly disagree and disagree. Next teacher have difficulty implementing PBD due to a lack of reference sources with mean 3.23 indicate moderate level. Regarding to the percentage showed 41.50% respondents agree and strongly agree followed by 41.50% respondents are uncertain about that and 27.70% respondents strongly disagree and disagree. Meanwhile the lowest mean reported that the teachers have trouble keeping Student Progress records (RP) because the work management is not recognized with mean 2.739 indicated the moderate level. Based on the percentage showed, 32.30% respondents agree and strongly agree followed by 21.50% respondents are uncertain and 46.20% are strongly disagree and disagree.

Table 4.4
Level of problems faced by teachers in implementing Classroom Assessment (PBD).

Statement	SD & D	Uncertain	A & SA	Mean	Level
I find it challenging to implement Classroom Assessment for pupils who are regularly absent from school.	12.30%	6.20%	91.50%	4.2	High
I have difficulty implementing Classroom Assessments (PBD) due to the many students in the classroom.	4.60%	32.30%	63.10%	3.723	High

I found it challenging to finish all the Content Standards (SP) within the stipulated period because of repeatedly implementing PBD	18.50%	21.50%	60%	3.6	Moderate
I am having trouble implementing PBD because too many topics need to be resolved in minimal time.	15.30%	24.60%	60.10%	3.692	High
I had trouble assessing students repeatedly due to time constraints.	3.10%	32.30%	64.60%	3.754	High
I have difficulty implementing PBD due to a lack of reference sources	27.70%	30.80%	41.50%	3.23	Moderate
I'm having trouble providing my assessment instrument.	20%	41.50%	38.50%	3.246	Moderate
I am not sure that the assessment I did reached the guidelines for the implementation of PBD by the Ministry of Education (KPM)	24.70%	26.20%	49.10%	3.39	Moderate
I find it difficult to make professional judgments to set the Proficiency Level (TP) of students who are frequently absent from school.	24.60%	9.20%	66.2	3.662	Moderate
I have trouble keeping Student Progress Records(RPM) because my work management is not organized	46.20%	21.50%	32.30%	2.739	Moderate
Overall				3.523	Moderate

Summarize the Level of Knowledge, Skill and Problems in the Implementation of Classroom Assessment (PBD) among Tachers

Table 4.5 showed the summarize of the level of knowledge, skill and problems in the implementation of classroom assessment (PBD) among teachers. Based on the finding the highest mean are knowledge in the implementation of classroom with mean 4.483 and standard deviation are 0.401 indicate the high level. There is followed by skill with mean 4.298 and standard deviation are 0.420 indicate the high level. Meanwhile the lowest mean are problem of the teachers with mean 3.523 and standard deviation are 0.734 indicate the high level.

Table 4.5

Summarize of the Level of Knowledge, Skill and Problems in the Implementation of Classroom Assessment (PBD) among Teachers.

Variables	Mean	Standard Deviation	Level
Knowledge	4.483	0.401	High
Skill	4.298	0.42	High
Problem	3.523	0.734	High

The Level of Knowledge of Teachers in Implementing Classroom Assessment (PBD)

Referring to the finding obtained, it can be seen that the knowledge among the teachers in implementing PBD assessment are satisfying as they show high level of knowledge towards PBD assessment. It is in accordance with the National Education Philosophy which emphasizes physical aspects, mental and spiritual, i.e. physical, emotional, spiritual and intellectual (JERI). The excellent knowledge portrayed by the teachers contributes to the effectiveness of PBD assessment. In details, it can be seen that the teachers know how every assessment needs to follow the Document Curriculum and Assessment Standard (DSKP). Not only that, the respondents stated that they know that PBD must be implemented in accordance with the guidelines which set by the Ministry of Education (KPM). In addition, the finding illustrated that the teachers know about classroom assessment (PBD) is one of the component of School-Based Assessment (PBS) and the assessment can be done by observation, verbal, writing, self-assessment and peer assessment. At the same time, the respondents also claimed that they know that schools are obligated to implement PBD for all subject starting in 2017. In line with that, they need to prepare and equip themselves with the knowledge on how PBD assessment take place. The finding also stated that they know how to implement PBD during Learning and teaching (PdP) process. In giving ease for the teachers in implementing PBD assessment, Ministry of Education (KPM) published PBD Implementation Handbook for teachers to implement PBD. The great knowledge portrayed by the respondents can be seen as they know on how to record and analyses students' achievement. It is supported by Zamri et al., (2010) as the teachers managed to administered, evaluate, scoring, and recording overall student achievement at the school level. It clearly shows the effectiveness of PBD assessment. Besides that, the respondents also know on how to design PdP and assessment methods. It is similar to the approach practiced by MOE in the development of student learning as a whole through the implementation of PBD assessment (Sidhu, Kaur & Chi, 2018). The implementation of PBD achieve its effectiveness as the teachers know the PBD Quality Assurance process which is

Mentoring, Coordination, Monitoring and Detection.

The Skill level of Teachers in Implementing Classroom Assessment (PBD)

In terms of the skills among the teachers in implementing PBD assessment, it can be seen that high level of skills portrayed by the teachers. Based on the evaluation take place, the skills among the teachers cannot be questionable as they allow students to ask questions during assessment process. In line with that, it can be seen that the teachers manage to answer and respond towards the questions ask by the student. In addition, the respondents stated that the teachers can assess students' mastery level based on Performance Standards (SP). The skills among the teachers are satisfying as the teachers could ensure that the content of the assessment instrument are in line with the Learning Standards (SP). Not only that, the skills among the teachers can be seen as they manage to use Student Progress Record (RPM) to record student's achievement. Furthermore, the skills among the teachers can be seen clearly as the teachers adapted the assessment instrument to the teaching method and analyze student achievement levels for each skill or learning topic. The skills among the teachers can be measure as the teachers able to make sure pupils understands the question of assessment. The ability among the teachers in using various formal or informal assessment methods according to the suitability of the assessment content (such as quizzes, games, role playing, storytelling and simple projects) also represent the skills among the teachers in implementing PBD assessment. In addition, the respondents also claimed that they able to allocate sufficient time for students to carry out assessment activities and carry out an assessment of the students for each skill or topic taught. The finding reported contradict with the study conducted by Anniliza et al., (2020) as the limited PdP time influence the effectiveness of PBD implementation. In ensuring the effectiveness in implementing PBD assessment, the teachers inform the students about their assessment results and provide files to keep assessment evidence and students performance records.

The Level of Problems Faced by Teachers in Implementing Classroom Assessment (PBD)

In terms of the problems faced by the teachers in implementing PBD assessment, it can be seen that the respondents managed to encounter the situation properly. As claimed by the respondents, the respondents claimed that they find it is challenging in implementing PBD for pupils who are regularly absent form school. It gives difficulty for the teachers in evaluating the performance among the students. Besides that, the respondents claimed that they had trouble in assessing students repeatedly due to time constraints. It happened due to the limitation of time. The similar finding reported by Gengatharan and Azali (2019) as teachers face difficulties in managing time and various jobs other than PdP in schools. Among them are many topics in the syllabus, the limited number of PdP time and teachers having other tasks in the school being the main factors PBD cannot be fully implemented according to the correct implementation procedures. In addition, the respondents claimed that they have difficulty implementing Classroom Assessment (PBD) due to the many students in the classroom. Not only that, the reason why implementing PBD is hard due to too many topics need to be resolved in minimal. Due to that, the quality cannot be retained. In addition, the respondents stated that they find it difficult to make professional judgement to set the proficiency Level (TP) of students who are frequently absent from school. The finding also stated that the respondents claimed that the teachers found it challenging to finish all the Content Standards (SP) within the stipulated period because of repeatedly implementing PBD. As stated by KPM (2019), the teachers need to plan properly in implementing PBD by determining learning objectives based

on Learning Standards (SP) to be assessed, planning and building assessment instruments, performing assessments, recording assessment results, analyzing assessment information, reporting, and making follow-up actions. The problem arised as the teacher not sure that assessment did reached the guidelines for the implementation of PBD by the Ministry of Education (KPM). Furthermore, the assessment instrument is one of the problem had by them in implementing PBD assessment. As claimed by the respondents, the difficulty in implementing PBD take place due to lack of reference sources. In line with that, it is important for the teachers to have adequate skills and knowledge in adopting PBD assessment. It is in agreement with the finding reported by Afinde (2016) as the teachers are essential individuals in making the right decisions about students 'abilities and directly maintaining the quality of education.

Conclusions

This study explores the readiness of teachers at Sekolah Menengah Kebangsaan Sultan Abdul Samad Klang in implementing Classroom Assessment (PBD) and outlines several key implications.

For researchers, the study enhances understanding of the influence of teachers' knowledge, skills, and the challenges faced in implementing PBD on the effectiveness of these assessments. This increased awareness is crucial for ensuring effective PBD assessments and provides a foundation for future, more detailed research.

For practitioners, specifically teachers, the study offers a better understanding of the knowledge and skills required for effective PBD assessments. It encourages teachers to enhance their knowledge and skills, which are essential for achieving the objectives of PBD assessments.

The findings also benefit the top management of Sekolah Menengah Kebangsaan Sultan Abdul Samad. They highlight the influence of teacher readiness on the effectiveness of PBD assessments, prompting management to take proactive steps to improve their knowledge and skills. This ensures that teachers are well-prepared for effective PBD implementation, reinforcing the importance of teachers' roles in achieving successful PBD outcomes.

Additionally, the study's mixed-method approach, particularly the use of interviews, provides a clear evaluation of teacher readiness. Conducting interviews allows respondents to express their opinions and ideas directly, offering insights that may not be captured through questionnaires alone. The adoption of both qualitative and quantitative methods enhances the accuracy and impact of the research findings.

This research makes a valuable contribution both theoretically and contextually by exploring the readiness and abilities of teachers at Sekolah Menengah Kebangsaan Sultan Abdul Samad Klang in implementing Classroom Assessment (PBD). It emphasizes the crucial role that teachers' knowledge and skills play in the successful application of PBD, which is aligned with the broader educational objective of fostering holistic student development. By filling a gap in the current understanding, this study sheds light on how teacher competencies influence the effectiveness of PBD, providing a detailed look at the obstacles teachers face during implementation. In the context of the educational landscape, the research highlights the importance of ongoing professional development and support systems for teachers to meet

PBD goals effectively. Utilizing a mixed-method approach, including qualitative interviews, the study offers deep insights into the practical challenges educators encounter. These findings are critical for informing policymakers and educational institutions about necessary improvements. The study advocates for targeted training programs and strategic planning to enhance teacher readiness, thereby contributing to the broader discussion on improving educational assessment practices in Malaysia.

Recommendations for Further Research
For future research, increasing the sample size is recommended to enhance data reliability. Allowing more time for research can reduce stress and errors, enabling thorough pilot testing and more accurate results. Comparing the demographic profiles of respondents can help assess teacher readiness for implementing Classroom Assessment (PBD) at Sekolah Menengah Kebangsaan Sultan Abdul Samad Klang. Additionally, incorporating qualitative methods like interviews, direct surveys, and observations can yield more specific and accurate outcomes, allowing respondents to express opinions beyond the limitations of questionnaires. To enhance teacher readiness for PBD, top management should provide targeted training to improve understanding and implementation of PBD assessments. Effective implementation strategies, strong goal-setting relationships between teachers and management, and flexibility in practice are also essential for successful PBD assessment adoption.

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