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Instrument for Assessing Netball for Form 1 Student Based on the Standard Curriculum for Secondary Schools

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Abstract

This study intended to build an instrument for assessing Netball for Form 1 Student according to the Standard Curriculum for Secondary Schools. The Assessment Instrument was built based on the Form 1 Text Book and the Standard Curriculum and Assessment for Form 1 Physical Education Document. The ADDIE (Rosset, 1987) and Morrow (Morrow et al., 2005) Models were the basis for designing the assessment. The Models were intended as a guide to ensure that the product fulfils the teaching objective and becomes an effective PnP process.

Keywords: Physical Education, Netball, Assessment Instrument, ADDIE Model

Introduction

In order to fulfil the new policy under the Malaysian Education Development Plan (PPPM) 2013-2025, KSSM was formulated and the international standard was the benchmark that needed to be observed at the secondary school level (Ministry Of Education, Malaysia, 2016). The Ministry of Education had then introduced the Standard Curriculum for secondary Schools (KSSM) to Form 1 students

The National Education System has changed over time. One such change under the National Education System was the Assessment Standard that was just introduced. Through this Assessment Standard, students weak in a subject are identified and the teacher makes improvements and takes subsequent action to enhance the student's achievements (Curriculum Development Section, Ministry of Education, Malaysia, 2016).

The assessment introduced in Malaysia functions as an indicator of quality for national education. Generally, the assessment was intended to determine the student's level of command in all subjects as well as improve the learning process by providing information (*National Education Policy*, 2013).

According to Nai'mah, (2011), in order to enhance teaching as well as the student's potential, it has to go through a formative assessment or *assessment for learning*. The government's effort to review the assessment system was because the current school system was too examination oriented. The importance of the assessment is to allow the teacher to witness the student's overall performance according to the objectives of the national Education Philosophy (FPK), which is to form as well as develop an excellent human model (Noorzeliana, 2016).

The main problem faced by teachers is the issue of assessing students, whereby the teachers do not have a standard instrument for assessing students, especially related to the topic of 'playing skills' in the physical education learning subject.

Teachers were not sent for courses or given a guide book on how to assess correctly and accurately. This has caused the teachers to make an assessment from the aspect of a product instead of a process (Tan, 2010). One thing that usually occurs when teachers make assessments is the lack of confidence that stems from the lack of knowledge and skills to implement an effective assessment (Arsaythamby et al., 2015).

However, teachers who are given the responsibility to implement the assessment must follow the established assessment procedures. The current problem is the trepidation that teachers face when assessing and the lack of skills in implementing the assessment. Consequently, the whole assessment system is jeopardised (Tunstall, 2001).

There are various factors that add to the teacher's concerns about implementing the assessment such as the lack of knowledge, training and skills as well as resource materials. Radin (2008) found that teachers in this assessment era want professional training or courses to obtain knowledge as well as skills to make assessments so that they could implement the assessment process correctly and effectively.

Therefore, this study built a standard assessment instrument to help teachers to implement an effective assessment. The study used two sources as reference when building the assessment instrument, namely the ADDIE and Morrow (Morrow et al., 2005) Models. The ADDIE Model (Rosset, 1987) is instructive in nature and facilitates the researcher when building the instrument.

Formulation of the Instrument Using the ADDIE Model (Rosset, 1987)

There are five phases involved in formulating the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools using the ADDIE Model (Rosset, 1987), which are the *Analysis, Design, Development, Implementation* and *Evaluation* phases.

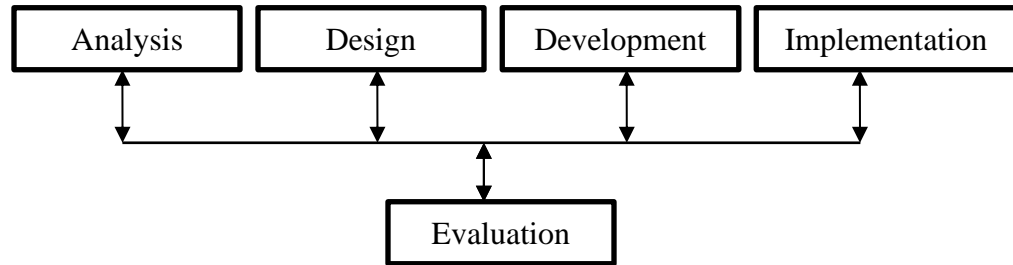


Diagram 1: Steps Involved in Forming the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools

This study had used the ADDIE learning model as a basis for building the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools. The phases involved in building the Instrument for Assessing Netball for Form 1 student helped the study to produce the best evaluation that has credibility and validity.

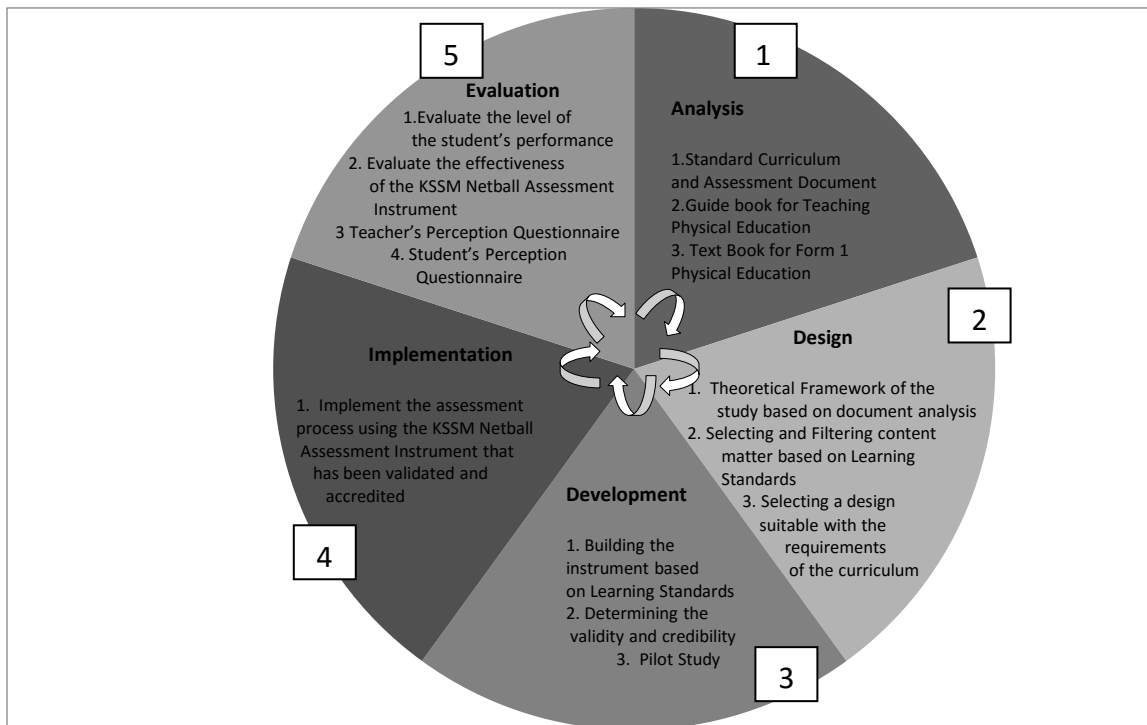


Diagram 2: The Process of Forming the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools Proses and According to ADDIE Model (Rossett, 1987)

According to Diagram 2, the researcher used the ADDIE Model to as a guide to form the Instrument for Assessing Netball for Form 1 Student according to the Standard Curriculum for Secondary Schools. The first phase in the formation of the Assessment Instrument was to analyse the documents related to the assessment, which was the Document for Standard Curriculum and Assessment of Physical Education for Form 1 related to the psychomotor, cognitive and affective

aspects for the Form 1 'attack category' (Curriculum Development Section, Ministry of Education, 2016). Besides that, the researcher also analysed the Book on the Guidelines for Teaching Physical Education and Form 1 Text Books for Physical Education.

The second phase was based on the analysis of the instruments, preparing the frame of the instrument based on standard contents for the Form 1 'attack category'. Referring to the Document for Curriculum Standards and Assessment (Curriculum Development Section, Ministry of Education, 2016), there were five skills involved in the attack category, such as passing, receiving, leg movement, blocking and faking skills. All five skills in the attack category were translated through the four phases of the smaller games according to TGfU, which was (i) *Keep me* (ii) *Watch Your Step*, (iii) *Ready, Score, Goal !!* and (iv) *Touch Down*, in which each small game contained the skills in the 'attack category'.

Students were required to achieve the standards of the contents in Aspect 1 (Psychomotor Domain), which was to implement basic skills in netball by acting out the movements correctly. Besides that, for Aspect 2 (Cognitive Domain), students could apply the movement concepts and principle of mechanics in their basic skills in the 'attack category', which was netball. Lastly, for Aspect 5 (Affective Domain), students could practice the management and safety elements, show their confidence and responsibility as well as their ability and cooperation in a group (Curriculum Development Section, Ministry of Education Malaysia, 2016).

The third phase was building the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools involving the filtering of all information found in text books as well as the Standard Curriculum and Assessment Document that contained the learning and content standards. Besides that, each item in the Instrument for Assessing Netball for Form 1 based on the Standard Curriculum for Secondary Schools in line with the Performance Standards had become the rubric for marking the assessment instrument. Also at this stage, determination of the validation and credibility was implemented. The validity was endorsed by an expert and a pilot study was initiated to test the credibility of the instrument.

As for the fourth phase, after the study obtained the validity and credibility through the implementation process, teachers used the instrument after the teaching and learning stage in the Physical Education process. Teachers implemented the assessment in four teaching and learning sessions with students. During each session, the topics taught by the teacher as well as the assessment instrument were in line with the learning standards.

The last phase in forming the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools was the evaluation of the assessment. The teacher measured the outcome by evaluating the student based on the standard of the performance. Besides that, a questionnaire was circulated to the teachers and students to determine their perception of the effectiveness of the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools

In order to develop the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools, the ADDIE (Rossett, 1987) as well as Morrow (Morrow et al., 2005) Models was used, as shown in Diagram 2. As for the *development* phase, the study used the guideline for building instruments by Morrow (Morrow et al., 2005) when building the items to be used in the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools (See Diagram 3)

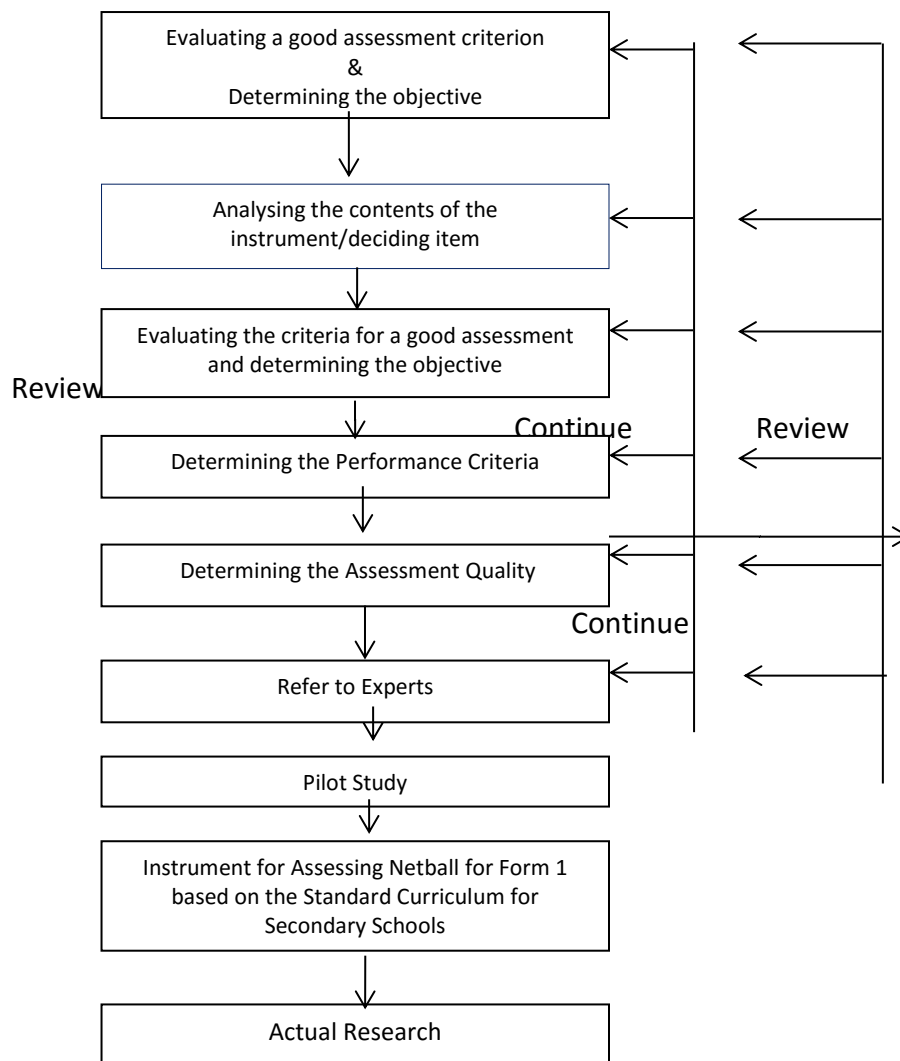


Diagram 3: Flow Chart for Building the Instrument for Assessing Netball for Form 1 Student based on the Standard Curriculum for Secondary.

Source: Morrow *et al.* (2005). *Measurement and evaluation in human performance (3rd.ed.)* Champaign, IL: Kinetics

Conclusion

It could be concluded that the ADDIE model, which comprises analysis, design, development, implementation and evaluation phases, is the best model adopted for developing assessment modules and instruments. It is the best model because it is systematic and comprehensive in nature. The study used the ADDIE model as a guide for building the Instrument for Assessing

Netball for Form 1 Student based on the Standard Curriculum for Secondary Schools as its outcome was in line with the objective of teaching and made the teaching and learning process more effective.

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