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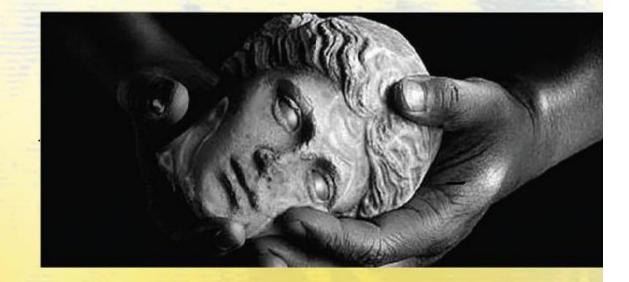
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Value Of Ultrasound in the Evaluation, Estimation & Assess Relation of Transverse Cerebella Diameter with Fetal Gestational Age Parameters in Normal & Reduced Fetal Growth Fetus

Authors: Dr. Hadeel Mohamed Farook Ahmed Al hialy

DOI: 10.37200/IJPR/V24I6/PR260001

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Keywords: Ultrasound, Evalution, Relation, Fetal Gestational, Parameters, Growth Fetus

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THE READINESS OF UPSI TEACHER TRAINEES FOR ARABIC LANGUAGE IN THE IMPLEMENTATION OF CLASSROOM-BASED ASSESSMENT DURING TEACHING PRACTICE

Authors: *Zarima Mohd Zakaria, Fatimah Suo Yan Mei, Alizah Lambri, Robe'ah Yusuf, Sukadari

DOI: 10.37200/IJPR/V24I6/PR260716

Pages: 7109-7121

Keywords: classroom-based assessment, teacher trainees, teaching practice

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Authors: *Ponniah, K, Thannimalai.T.M, Nawastheen. F.M

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The Readiness of UPSI Teacher Trainees for Arabic Language in the Implementation of Classroom-based Assessment During Teaching Practice

Zarima Mohd Zakaria[1*], Fatimah Suo Yan Mei[1], Alizah Lambri[1], Robe'ah Yusuf[1], Sukadari[2]

Abstract--- Classroom-based assessment (CBA) is an assessment which evaluates the aspects of cognitive (intellectual), affective (emotional and spiritual) and psychomotor (physical) holistically based on the Standard-Based Curriculum for Secondary Schools and the National Education Philosophy (NEP). This study aims to investigate the level of readiness among Arabic teacher trainees in Universiti Pendidikan Sultan Idris (ATTsUPSI) focusing on the knowledge of classroom-based assessment, the levels of assessment in the four language skills and the challenges faced throughout the assessment process during their teaching practice (TP). 73 teacher trainees of the Arabic with Education (AT49) program, UPSI, who went through the teaching practice in semester A171 Session 2017 were selected as the respondents for this study. Questionnaire was used as the research instrument in this study which was analysed using Statistical Packages for Sosial Science (SPSS) version 23 presented through descriptive statistics and inferential statistics. The research findings indicate that the level of CBA literacy knowledge of ATTs UPSI is at the low level (mean=1.82, sd= .53). Whereas the practices of CBA among ATTs UPSI for all the four language skills, listening and speaking, reading and writing, is at the high level: the practices of assessment for the listening and speaking skills has recorded the highest mean (mean=3.86, sd =.84), followed by the writing skills (mean=3.65, sd=.89) and the reading skills (mean=3.53, sd=.83). In the aspect of the challenges, the findings indicate that the mean is at the average level (mean=2.40, sd=.58). The implication of this study has highlighted that the ATTs need to improve their knowledge in CBA in KPD3016 and KPD3026 courses to ensure it is in line with the practices of CBA during their teaching practice.

Keywords---classroom-based assessment, teacher trainees, teaching practice

I. INTRODUCTION

Assessment is defined as the intergration of data collection process, interpretation or giving values to information and decision-making based on the interpretation made on the information (47, 48). This involves the combination process of measurement and evaluation to obtain the information on students' level of learning and at the same time it is a data collection process on the development and improvement of students' performances using various

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methods. Assessment is also the continuity of learning process which includes activities on explaning, collecting, recording, giving scores and interpreting information about a student's learning for certain purpose (19).

Zalinah Mohamad (2014) explains that assessment is an important component in education because it provides information about students' performances to teachers, parents and students themselves. The results of the assessment can assist teachers to evaluate the teaching methods applied and activities conducted during the process of teaching and learning. Classroom-based assessment (CBA) is also an effort to develop human capital holistically through the mastery of the six aspects: knowledge, intellectual capital, development of progressive attitude and value practices, ethics and high moral, as stated in the Malaysia Education Blueprint and National Intergrity Blueprint.

Thefore, since 2017, classroom-based assessment for secondary schools is introduced to all the secondary schools under the MOE. CBA is an assessment method which is authentic and holistic and emphasises on students' development and learning; not exam oriented (1-16). According to Siti Hauzimah (2019), in implementing CBA, teachers focus more on the process of teaching and learning which build students' characters and personalities, and their daily values pratices. Teachers need to conduct administrative practices, evaluate, give scores and record students' performances at school level (53, 54).

The purpose of the study: to investigate the level of readiness among Arabic teacher trainees in Universiti Pendidikan Sultan Idris.

II. PROBLEM STATEMENT

According to Roslinda dan Faridah Hanum (2014), assessment is a mechanism to gather information on students' performances in order to improve the quality of teaching and learning among teachers. Its effectiveness depends on the teachers' level of assessment literacy. Studies on assessment literacy at Teacher Training Instituition reveal that the level of assessment literacy among final year teacher trainees of Bachelor Degree (various optionist) is at the low level (18, 20, 21).

Mustafa Che Omar (2004) has conducted a similar study and reveals that Arabic teachers do not master the evaluation and measurement methods particularly in the aspects of psychomotor. This is followed by the affective and cognitive aspects though their teaching, assessments and continuos guidance is significantly related to students' performance in examinations. Thus, the teaching and learning approaches which focus on the aspects of examination solely, will not result in what is expected (38-44).

A study conducted by Roslinda dan Faridah Hanum (2014) has revealed that the level of awareness and knowledge among the teacher trainess about the main concepts of assessment is still at the low level. This findings support studies conducted by Hamzah dan Sinnasamy (2009), Faizah (2011), dan Ferguson (2009) which reveal that teachers are still lacking of knowledge, skills and have low level of awareness towards the implementation of CBA. These research findings has given an implication on the teacher training process to design a holistic and standard assessment curriculum for all areas of specialization by including the criteria or elements of CBA (theory and practical) in the designed curriculum. This is to ensure that the basic concepts of assessment including CBA can be understood successfully (22-24).

This is in line with Mohd. Ghazali Ab. Rahman's (2012) suggestion that teachers need to be equipped with trainings on skills to develop their understanding about CBA and become efficient in implementing CBA. If

trainings are not provided, there will be possibilities that teachers will implement CBA at only superficial level and revert to the traditional assessment practices or develop negative attitudes towards CBA (17).

In conclusion, this study suggests that more depth exposure on the concepts and practices in assessment need to be given to the teacher trainees before they take their responsibilities as teachers in schools. The knowlewdge and skills given by the instituitions will develop their self-confidence, and will make them become more efficient in implementing assessments while they are in schools in the future. Thus, this study in conducted to investigate the ATTsUPSI readiness on the aspects of CBA knowledge and the practices of the language skills assessments (listening and speaking, reading, writing) applied by the ATTsUPSI at the lower secondary school level during their school teaching practice. This study also examines their 16 weeks of the teaching practice experiences to understand what are the challenges they face in implementing CBA in the real world of teaching (26-36).

III. STANDARD-BASED CURRICULUM FOR SECONDARY SCHOOLS (SBCSS) ARABIC LANGUAGE

SBCSS which is implemented in stages since 2017 will replace Secondary Schools Intergrated Curriculum which was implemented in 1989. SBCSS is designed to fulfil the needs of the Malaysia Education Blueprint (MEB) 2013-2025 to ensure the quality of curriculum implemented in secondary schools is at par with the international standard. The curriculum based on the international standard has been embedded in SBCSS through Standard-Based Curriculum and Assessment Document for all teaching subjects which includes Standard Contents, Standard Learning and Standard Achievements. The effort to include the Standard Achievements in the curriculum document has changed the history of the National Curriculum under the National Education System (Jusoh et al, 2012). Through this, students can be assessed continuously to identify their level of proficiency in certain subjects, thus enable teachers to conduct follow up actions in improving students' proficiency levels.

Arabic secondary school curriculum was officially introduced by the Ministry of Education in 1977. When SBCSS was implemented, Arabic curriculum was also redesigned to suit the needs of Arabic language at that time. Then, the implementation of SBCSS starting from 2017 has demanded the Curriculum Development Centre (CDC) to design the Arabic language curriculum which is the continuation from Standard-Based Curriculum for Primary School (SBCPS) taking into account the needs of the new generations in line with the needs of the 21st century. The Standard-Based Arabic Curriculum for secondary school is designed in line with the aspiration of Malaysia Education Blueprint (MEB) 2013-2025 which encourages students to learn extra languages until they become independent users. The desire of MEB is in line with the resolution of Common European Framework of Reference For Language (CEFR) which targets on the ability of a person interacting in a social discourse (50-55).

Aims and objectives of Arabic SBCSS

The standard-based curriculum for the Arabic language at the secondary school level aims to strengthen the language skills among the students so that their ablity to interact in social discourse and to access the knowledge can be developed thus build their personalities through good values.

The objectives of the standard-based curriculum for the Arabic language at the secondary school level are:

1. Listen to familiar words, phrases, sentences and paragraphs, understand and respond correctly.

2.   Speak in various familiar contexts with fluency and using words, phrases, sentences and paragraphs correctly.

3.   Read various familiar, simple and easy sources, understand and give responses correctly.

4.   Write about familiar topics using words, phrases, sentences and parapraphs correctly.

5.   Apply correct language system in speaking, reading and writing

Form 1-3	Form 4-5
Able to understand main ideas in clear and standard input on topics familiar to students.	Able to understand main ideas in complex texts related to topics which are concrete and abstract.
Able to handle various situation which might occur while in areas which Arabic language is spoken.	Able to interact fluently and spontaneously in which interacting with native speakers becomes natural without pressure towards any parties.
Able to produce short and easy texts related to self and familiar things.	Able to produce texts which are clear and detailed related to various topics.
Able to describe experiences, dreams, ambitions and events. Able to provide reasons and simple explanation towards own opinions and suggestions.	Able to explain opinions on certain issues by describing their strengths and weaknesses.

The focus of the standard-based curriculum for Arabic language at secondary school is built based on the language abilities in the aspects of social interaction and global standard local needs. Based on this, the curriculum is designed focusing on the language skills: listening, speaking, reading and writing. Grammatical aspects are absorbed implicitly by stressing on the total applications.

The language abilities are applied across the domains of personal, social, jobs and education as stated in CEFR. As for the situational contexts for each domain, they are selected based on the needs of Malaysian social culture background. MEB 2013-2025 has targeted students to be at independent users who are able to state opinions and interact freely in social discourse. The details of the levels are stated in Table 1:

Assessment Literacy for Teacher Trainees

According to Paterno (2001) assessment literacy is having the basic knowledge about the principles of the assessment practices including the terminology and the assessment terms, the development and use of methodology and techniques of evaluation, understanding about evaluation standard and teachers' normal practices of traditional learning measurement to alternative assessments.

"the possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with

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standards of quality in assessment...and familiarity with alternative to traditional measurements of learning" (Paterno, 2001).

Assessment literacy educators (whether they are teachers, administrators or authorities) involved in the assessment field are able to know what they evaluate, why they do that, the best way to evaluate skills or important knowledge, how to produce a good sample of students' achievements, what are the potential mistakes in evaluation and how to avoid them from happening. They are also aware about potentials of negative effects from a weak and inaccurate evaluation (45, 46).

The American Federation of Teachers National Council On Measurement In Education, National Education Association 1990 has put the teachers' standard competency about students' evaluation as follows:

1) Teachers must be skillfull in choosing suitable evaluation methods for the teaching results

2) Teachers must be skillfull in developing suitable methods for the teaching results.

3) Teachers must be skilful in administrating, printing and interpreting the results from external evaluation method and teacher's evaluation method generated by the teacher.

4) Teachers must be skilful in utilizing the results of the evaluation in making decision on individual student, planning the teaching, developing curriculum and improving the school

5) Teachers must be skilful in developing students' grading procedures which are valid to be used in evaluating students.

6) Teachers must be skilful in delivering the results of evaluation to students, parents, other audience and educators.

7) Teachers must be skilful in acknowledging evaluation methods which are unethical, unlawful, unreasonable, unsuitable and using evaluation information.

Zarina Abdul Rashid (2016) states that the government's goal is to produce quality teachers through MEB 2013-2025 emphasising on teachers professional development. Various training programs for teachers have been planned to develop their knowledge and self-development. Most of the training programs are conducted at school because it is proven to be effective. These trainings are implemented to enable teachers to continuously develop their level of skills in line with their level of efficiency expected as teachers. According the Director-General of Education, Dr Khair Mohamad Yusof, various trainings and courses are given to teachers to develop their knowledge on HOTS. Trainings are provided at various levels: District Education Offices (DEO), State Education Departments and also MOE, through short courses across all teaching subjects. This is conducted through Professional Development Training organized by Teacher Education Division. Therefore, it is obvious that if teachers are given appropriate trainings, their knowledge about assessment related to HOTS will be developed. Apart from focusing their teaching on HOTS oriented in the classrooms, they can also build question items on HOTS oriented and implement effective assessment to their students.

Issues on teachers' readiness in the implementation of Education Assessment

Ministry of Education (MOE) has migrated from exam-oriented assessment to assessment which is holistic, balance, flexible, fair and standardized. The combination results of assessments between schools and centres have been designed in line with the education goal which is National Education Assessment System (25). Thus, Standard-Based Curriculum for Primary School (SBCPS) was implemented in 2011 and Standard-Based Curriculum for secondary school (SBCSS) was implemented in 2017 (PPPM, 2013-2025, KPM 2012). These curriculum have used school-based assessment (SBA) to assess students' learning. In the implementation of SBA, formative assessment or assessment for learning is given the major emphasis to develop students' learning and to build the students' potentials as a whole (37).

Tan (2010) has discovered that teachers have less confidence and are not ready to implement CBA because of lacking in knowledge and skills. If teachers have the knowledge and skills, they can improve their classroom teaching and facilitation (Norismayati et al., 2013; Sulaiman et al., 2014; Zakaria et al., 2019). On top of that, the skills that teachers have can be utilized to improve their teaching practices and assessments based on the needs of their students' learning environment to deveop the students' achievements (49).

The research findings by Abu Naim (2013) reveal that 95.6% of the administrators agreed and strongly agreed to the statement that teachers use more time to build and manage assessment instruments which resulted in stress condition among them. They are forced to choose materials and assessment items according to their students' level of ability. This is troublesome for teachers because the source of references and teaching aids are limited.

Due to lacking in knowledge about building assessment items, it has forced teachers to use sources from reference books and exercises in the market to make it easy and quick for them to choose HOTS oriented items when assessment is conducted (Othman, 2015). Other than that, they are some teachers who take their own initiatives to set up blogs or community on the social media with the aim to share whatever findings they have or related instruments.

The increase of this workload has resulted in teachers suffering from depression because they cannot cope with the changes and current demands. The current pressure is added with the expectations from schools, colleagues, students and the community on the excellent academic performance. In 2011, the percentage of stress among workers in Malaysia, teachers are at the forth place with the percentage of 45.8% compared to other occupations such as nurses, doctors and others (Nasaruddin, 2011). This is supported by Rahim (2012) in his findings which reveal that the tasks for teachers which are difficult and challenging can lead to extreme stress among educators. They feel that that the tasks which were their responsibilities originally, have changed to be a burden. Teachers tend to fulfil their task forcefully and definitely the outcome is not what is expected.

The Continuos Professional Development Plan (CPDP) (Teachers and School Principals), Teachers Development Division, Ministry of Education Malaysia (2014), emphasises that teachers or school principals need to attend courses or trainings to develop their knowledge and existing skills in line with their tasks and responsibilities. Teachers' competencies focus on the implementation of SBA, whereas the school principals' competencies focus on the leadership assessment. Therefore, practically, teachers and school principals will follow CPDP more than 7 days depending on self-needs and MOE.

IV. THE LEVEL OF ASSESSMENT KNOWLEDGE AMONG UPSI ARABIC TEACHER TRAINEES

Table 1 shows the mean and standard deviation for five research constructs: 1) knowledge of ATTs UPSI about classroom-based assessment, 2) knowledge about assessment in listening and speaking skills, 3) knowledge about assessment in reading skills, 4) knowledge about assessment in writing skills, and 5) challenges faced by ATTs in implementing CBA. The knowledge contruct has the lowest value of mean which is 1.82 (sd=.53). For the other language skills, listening skills and speaking skills have recorded the highest mean value (m=3.86, sd=.84), followed by writing skills (m=3.65, sd=.89), and reading skills (m=3.53, sd=.83). On the aspect of the challenges, the mean value has indicated at the average level (m=2.40, sd=.58).

Table 1. Value of Mean and Standard Deviation of the Research Construct

Construct	Mean	Standard Deviation
Knowledge about Assessment	1.82	.53
Listening and Speaking Skills	3.86	.84
Reading Skills	3.53	.83
Writing Skills	3.65	.89
Challenges	2.40	.58

Table 2 illustrates the level of mean value for the items which measure the teachers' views on their own knowledge about assessment. The majority of the respondents view their own knowledge about assessment is at the low level (91%). Only two respondents (2.6%) view their own knowledge about assessment is at the high level and five respondents (6.4%) view their own knowledge about assessment is at the average level. The findings indicate that almost all ATTs UPSI have less knowledge about assessment in the teaching and learning of Arabic language. This needs efforts from all parties involved including lecturers, institution, and teaching training centres who play important roles to equip the teacher trainees with knowledge about assessment theoretically and practically. Thus, enable them to be efficient in assessment during their teacher training to realize the transformation process of assessment in education.

Table 2. Level of knowledge about Assessment among ATTs UPSI

Level of knowledge about assessment	Frequency	Percentage
Low (1.00-2.33)	71	91.0
Average (2.34-3.66)	5	6.4
High (3.67-5.00)	2	2.6

Knowledge about Assessment in Listening and Speaking Skills

As shown in Table 3, more than half of the respondents stated that their knowledge about conducting CBA for listening and speaking skills is at the high level (66.7%), 24 respondents stated that the knowledge is the an average level (30.8%) and only two respondents stated that the knowledge is at the low level (2.6%). These findings indicate that ATTsUPSI need intensive training in strengthening their literacy knowledge about education assessment in Arabic language. The lecturers who teach Teaching, Technology and Assessment 1 (KPD3016) course and

Teaching, Technology and Assessment 2 (KPD3026) course need to pay special attention to the aspects of teachers' assessment to ensure the teacher trainees are equipped with knowledge and full understanding before they are ready for their teaching practice in schools. Mohd. Anuar dan Khamsawati (2010) state that teachers with sound knowledge about aims and objectives of assessment are able to implement assessment perfectly. This is due to the reason that assessment is a series of learning process including gathering activities, recording scores, interpreting data and describing information about students' learning to achieve certain learning goals and objectives (Asri, 2007). Other than that, listening and speaking skills are two skills which need to be evaluated simultaneously in the process of teaching and learning. Teachers need to understand clearly the assessment standard which focuses on both the language skills such as the aspects of pronouncing letters at their accurate makhraj and properties of letters, the ability to differentiate minimal pairs such as Hamzah and 'Ain, Ta and Tho, Tha', Sa and So.

Table 3. Level of knowledge about assessment for Listening and Speaking Skills

Level of Knowledge about Assessment	Frequency	Percentage
Low (1.00-2.33)	2	2.6
Average (2.34-3.66)	24	30.8
High (3.67-5.00)	52	66.7

Knowledge of Assessment for reading skills in Arabic language

As shown in Table 4, there are 40 respondents who stated that their knowledge about assessment for reading skills is at the high level (52.6%), 30 respondents stated that their knowledge about assessment for reading skills is at the average level (38.5%) and only seven respondents stated that their knowledge about assessment for reading skills is at the low level (9%). This indicates that the level of knowledge and practices on CBA of ATTsUPSI in reading skills for Arabic language is at the high level. The teacher trainees are knowledgeable on how classroom-based assessment is conducted suitable to the learning standard and content standard outlined. On top of this, activities such as the use of instrumets for assessment (KWL Chart) help teachers to evaluate students' overall understanding about reading texts, main ideas and supporting ideas and vocabulary.

Table 4. Level of Knowledge About Assessment for Reading Skills

Level of Knowledge about Assessment	Frequency	Percentage
Low (1.00-2.33)	7	9.0
Average (2.34-3.66)	30	38.5
High (3.67-5.00)	41	52.6

Knowledge about Assessment for writing skills in Arabic language

Table 5 shows the mean for items which investigate the teachers' views on their level of knowledge about assessment for writing skills. More than half of the respondents, which is 42 people, view their level of knowledge about assessment for writing skills in Arabic language is high (53.8%). Only seven respondents (9.0%) view their level of knowledge is low and 29 respondents (37.2%) view their level of knowledge is average. The findings indicate that their level of knowledge about classroom-based assessment among ATTsUPSI for writing skills is high.

The assessment for writing skills conducted by teachers prioritize the criteria of exploring ideas, scatching maps and graphs or tables as well as interpreting during group discussions in the process of folio assignments. Teachers also conduct presentation activities on students' innovation to evaluate group-work assignments which help to evaluate their aspects of cooperation and teamwork.

Table 5. Level of Knowledge About Assessment for Writing Skills

Level of Knowledge about Assessment	Frequency	Percentage
Low (1.00-2.33)	7	9.0
Average (2.34-3.66)	29	37.2
High (3.67-5.00)	42	53.8

Level of Challenges in the implementation of Assessment

Table 6 illustrates the level of mean value for the items which investigate the teacher trainees' views on their challenges in the implementation of CBA during their teaching practice. There are 42 respondents agreed that the challenges are at the low level (53.8%). The remaining, 33 respondents, stated that the challenges they faced is at the average level (42.3%) and only three respondents view the challenges faced is at the high level (3.8%). The findings indicate that the teacher trainees for Arabic language did not have problems in implementing CBA during their teaching practice. The challenges which they go through can be overcome well and did not influence the smoothness of conducting the teaching and learning activities thus the process of classroom-based assessment can be organized systematically.

Table 6. Level of Challenges

Level of Knowledge about Assessment	Frequency	Percentage
Low (1.00-2.33)	42	53.8
Average (2.34-3.66)	33	42.3
High (3.67-5.00)	3	3.8

V. CONCLUSION

Classroom-based assessment generally consists of three main domains: cognitive, affective and psychomotor (Russell & Airasian, 2012). The cognitive domain includes the use of intelectual activities such as memorizing, interpreting, applying knowledge, solving problems and critical thinking. The affective domain includes feelings, attitudes, values, interest and emotion. The psychomotor domain on the other hand includes physical activities which acquire students to manipulate the use of objects such as pens, compass and rulers. Teachers normally focus more on assessment of the cognitive domain compared to assessment of affective domain and psychomotor domain (Russell & Airasian, 2012). However, classroom-based assessment conducted by ATTsUPSI has connected all the three main domains through activities and assessment instruments which are correct and suitable to the focused objectives and assessment standard. The practice of classroom-based assessment will not be successful without high knowledge, the mastery of organizing the assessment process, self-reflection and effective assessment by teachers.

VI.   ACKNOWLEDGEMENT

This paper is based on the research project entitled The Practice of Classroom-based Assessment at Primary School Level among teacher trainees of Arabic Language in UPSI. The authors would like to extend their gratitude to the Research Management and Innovation Centre (RMIC), Sultan Idris Education University (UPSI) for the University Research Grants (code: **2018-0010-107-01**) that helped funding the research.

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