



TRAINEE OR REPLACEMENT TEACHERS' PERCEPTIONS TOWARDS THE
IMPLEMENTATION OF SCHOOL BASED ASSESSMENT IN LOWER
SECONDARY SCHOOLS.

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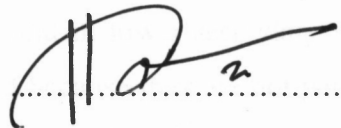
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DECLARATION

I hereby declare that the work in this academic exercise is my own except for the citations and summaries that I have quoted the sources from.

02/08/2013

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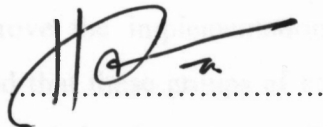
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PENGAKUAN

Saya akui bahawa kerja ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang telah saya nyatakan sumbernya.

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TARIKH



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ABSTRACT

Since year 2011, our educational system had shifted its attention to a less examination centred system which is now called school-based assessment (SBA). This system is not new to the world but new to Malaysia. There are various research had been done regarding this new system which some support and others opposed it. Henceforth, it is desirable to find out trainee or replacement teachers' perceptions towards the implementation of school-based assessment in lower secondary schools. Trainee or replacement teachers usually are neglected because they are not permanent teachers. However, their opinion and ideas regarding should not be treated the same. This exploratory study aimed to investigate trainee or replacement teachers' perceptions towards the implementation of school-based assessment in lower secondary school students. This exploratory study was developed by 3 research objectives and 3 research questions intended to fulfil the aim of this exploratory study. The respondents for this exploratory study consisted of 29 trainee teachers and 1 replacement teacher. This exploratory study used both quantitative and qualitative methods in order to answer the research questions outlined in this exploratory study. The findings showed that most respondents were not properly introduced to the system in which mostly influenced their responses in this study. Secondly, most of the respondents only agreed with the concept of school-based assessment (SBA) but not how it is implemented. Thirdly, their methods of implementing SBA mostly did not have much different compared to how they teach in normal class. The only problems come from their lack of skills and knowledge in assessing students' performance despite they had more free time compared to the existing teachers. Lastly, respondents also had suggested few strategies needed to improve the implementation of this system. In conclusion, based on this study it showed that these groups of educators' opinions, roles and functions should not be discarded when new policy been implemented because they are also teachers at school.

ABSTRAK

Sejak dari tahun 2011, sistem pendidikan negara Malaysia telah beralih arah fokusnya daripada tumpuan dan penekanan daripada peperiksaan kepada pentaksiran berasaskan sekolah (PBS). Sistem ini masih lagi asing kepada rakyat negara kita. Kini, didapati telah banyak kajian yang telah dijalankan berkenaan pelaksanaan system PBS ini dimana telah didapati sebahagian menyokong dan sebahagian lagi menentanginya. Oleh itu, satu kajian patut dijalankan bagi mengenalpasti persepsi guru pelatih dan ganti terhadap pelaksanaan pentaksiran berasaskan sekolah (PBS) kepada palajar sekolah menengah rendah. Kajian ini dijalankan berasaskan 3 objektif kajian dan 3 soalan kajian yang telah diadakan bagi memenuhi kehendak tujuan kajian ini dijalankan. Seramai 29 orang guru pelatih dan seorang guru ganti telah membantu dalam kajian ini. Kajian ini menggunakan kedua-dua kaedah kajian iaitu kualitatif dan kuantitatif. Dapatan dari kajian ini menunjukkan bahawa guru-guru pelatih dan ganti tidak didedahkan terhadap pelaksanaan sistem PBS. Kemudian, kebanyakan daripada mereka hanya bersetuju terhadap konsep PBS tetapi bukan terhadap kaedah pelaksanaannya. Selepas itu, kaedah pengajaran mereka ketika melakukan pentaksiran tidak banyak berbeza daripada kaedah pengajaran biasa, tetapi isu utama adalah kaedah pentaksiran mereka dimana mereka ini kekurangan pengetahuan dan kemahiran dalam ilmu pentaksiran berasaskan sekolah. Di samping itu, mereka juga ada sertakan beberapa cadangan penambahbaikan yang dianggap perlu bagi pelaksanaan sistem ini untuk lebih berkesan. Kesimpulannya, berdasarkan kajian ini, peranan guru-guru pelatih dan ganti tidak sepatutnya diketepikan di dalam pelaksanaan sesuatu polisi kerana mereka juga adalah guru dan sebahagian daripada sistem pendidikan negara.

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