

UNIVERSITI TEKNOLOGI MARA

**THE ROLE OF SENIOR LEADER TEAM ON THE
FORMATIVE ASSESSMENT PRACTICES AMONG
PRIMARY SCHOOL TEACHERS IN PETALING**

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AUTHOR'S DECLARATION

I declare that the work of in this dissertation was carried out in accordance with the regulation of University Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulation for Postgraduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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THE ROLE OF SENIOR LEADER TEAM ON THE FORMATIVE ASSESSMENT PRACTICES AMONG PRIMARY SCHOOL TEACHERS IN PETALING

ABSTRACT

Formative assessment has become a recent area of focus when several countries recognized the effectiveness of assessment for learning in students' holistic development. Teachers often misunderstood the difference between assessment of learning and assessment for learning which presents a challenging shift in practice for many educators. In Malaysia, teachers feel uncomfortable implementing formative assessment compared to summative assessment due to the issues of heavy workload and time consuming. Numerous literatures have described teachers' experience of implementing formative assessment strategies in their daily instructional lessons. However, there is a gap in the current body of knowledge pertaining to the leaders' responsibility and involvement in the implementation of formative assessment in schools. Hence, the purpose of this study is to examine the role of leaders and its association with teachers' formative assessment practices in schools. An online questionnaire was administered to 198 randomly selected teachers in public primary schools within Petaling and a descriptive correlational research design was used to explore the relationship between the variables. The findings indicate that there was a moderately strong linear relationship between the role of leaders and teachers' formative assessment practices in schools. It was also revealed that the role of leaders significantly predicted the teachers' formative assessment practices with 20.4% contribution. Teachers possess less understanding on the embedded stages in the formative assessment process while leaders need to evaluate more to improve the formative assessment implementation in schools. This study contributes to the literature by enhancing the understanding in instructional practices of teachers relative to formative assessment process in order to guide teachers' instruction and students' learning. This study also will enlighten the leaders' role in supporting the formative assessment implementation in schools.

Keywords: *role of leaders, formative assessment, summative assessment, teachers' formative assessment practices, formative assessment process, embedded stages, instructional practices, assessment of learning, assessment for learning*

ABSTRAK

Pentaksiran formatif menjadi fokus terkini dalam pendidikan setelah beberapa negara mengenalpasti keberkesanan proses pentaksiran untuk pembelajaran ini terhadap perkembangan holistik murid. Para guru kebiasaannya keliru perbezaan antara *pentaksiran untuk pembelajaran* dengan *pentaksiran tentang pembelajaran* yang menjadi cabaran kepada amalan pengajaran guru. Di Malaysia, guru-guru merasa kurang selesa dalam melaksanakan *pentaksiran formatif* berbanding *pentaksiran sumatif* disebabkan isu bebanan tugas dan kekangan masa. Banyak kajian terdahulu menerangkan secara terperinci pengalaman guru-guru menjalankan strategi pentaksiran formatif dalam rutin pengajaran dan pembelajaran bilik darjah. Namun begitu, terdapat jurang dalam kajian dan pengetahuan semasa yang mengaitkan aspek kepimpinan pendidikan iaitu *peranan pemimpin di sekolah* dengan pelaksanaan pentaksiran formatif oleh guru. Atas sebab itu, tujuan utama kajian ini adalah untuk mengenalpasti hubungan antara peranan pemimpin sekolah dengan amalan pentaksiran formatif guru di sekolah. Soal selidik secara atas talian telah dijalankan kepada 198 guru sekolah rendah di daerah Petaling yang telah dipilih secara rawak. Rekabentuk kajian adalah secara korelasi deskriptif yang digunakan untuk mencari hubungan antara pembolehubah yang terlibat. Hasil kajian menunjukkan bahawa terdapat korelasi linear pada tahap sederhana di antara tugas dan peranan pasukan pemimpin sekolah dengan pelaksanaan pentaksiran formatif di kalangan guru di sekolah. Hasil kajian juga mendedahkan bahawa peranan dan tugas pemimpin sekolah adalah menyumbang sebanyak 20.4% untuk meramal pelaksanaan pentaksiran formatif di kalangan guru di sekolah. Guru didapati kurang memahami proses pelaksanaan pentaksiran formatif seiring dengan proses pengajaran dan pembelajaran dalam bilik darjah. Kajian ini juga boleh menyumbang kepada pengetahuan dalam meningkatkan kefahaman guru dalam amalan pengajaran dan pembelajaran meliputi aspek pentaksiran formatif untuk meningkatkan kualiti pedagogi guru dan pentaksiran dalam bilik darjah sekaligus meningkatkan prestasi murid dalam pembelajaran. Akhir sekali, kajian ini diharapkan dapat memberi kesedaran dalam peranan dan tugas pasukan pemimpin sekolah untuk menyokong pelaksanaan pentaksiran formatif di sekolah.

Kata kunci : *peranan pemimpin sekolah, pentaksiran formatif, pentaksiran sumatif, amalan pentaksiran formatif guru, proses pentaksiran formatif, amalan pengajaran dan pembelajaran guru, pentaksiran untuk pembelajaran, pentaksiran tentang pembelajaran*

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