



Effectiveness of Classroom-based Assessment in Urban School: A Case Study in Seremban

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Abstract

Classroom-Based Assessment (CBA) has replaced the examination-oriented system in Malaysia to foster a more holistic development of students. The study aims to examine the effectiveness of Classroom-Based Assessment implementation in urban secondary schools in Seremban. Classroom-Based Assessment (CBA) emphasizes continuous assessment that supports students' cognitive, affective, and psychomotor development through ongoing feedback and authentic learning activities. Previous studies have reported varying levels of effectiveness in CBA implementation due to differences in teacher readiness and classroom practices. A quantitative survey involving 154 secondary school teachers was conducted and analyzed using descriptive statistics and reliability analysis. The study concludes that Classroom-Based Assessment is effectively implemented in urban schools, although continuous improvements in teacher support and implementation practices remain necessary. A quantitative research design was employed, and data were collected through self-administered questionnaires distributed to 154 secondary school teachers in urban schools in Seremban. The collected data were analyzed using descriptive statistics, including mean scores and standard deviations, as well as reliability analysis.

INTRODUCTION

Assessment is one of a systematic and ongoing process or activity that continuously collects information about processes and results where students learn how to make decisions based on certain criteria and considerations (Indrastoeti et al., 2023). Classroom-based Assessment (CBA) was established and introduced to focus on pupils' learning's holistic development and eradicate exam-oriented learning (Tong Hock et al., 2022). Classroom-Based Assessment (CBA) plays a pivotal role in the educational process, serving as a tool for continuously monitoring students' development, proficiency, and attainment of curriculum objectives. Classroom-Based Assessment (CBA) is a continuous process that requires teachers to have full autonomy over classroom assessment practices at school. Aside from that, instrument as education plays a crucial role in shaping individuals and societies, providing them with knowledge, skills, and values necessary for personal growth and societal progress (R.K. Doharey et al., 2023). Education acts as an instrument play an important role in shaping individual development and improving future opportunities for each of the youngsters and people in the country.

The effectiveness of Classroom-Based Assessment (CBA) can be evaluated through several dimensions, like the ability to support continuous student learning, improve classroom engagement, and provide accurate feedback on students' progress. An effective CBA system should enable teachers to assess students more efficiently while promoting active participation and continuous academic improvement in school. In addition, the successful implementation of CBA depends on teachers' competency, adequate instructional resources, administrative support, and students' readiness to participate in assessment activities. According to the National Education Philosophy and the Malaysian Education Development Plan 2013-2025, the Ministry of Education (KPM) introduced Classroom-Based Assessment (CBA) as a continuous, holistic approach to evaluating student progress. While previous studies have reported positive teacher readiness towards CBA, evidence regarding the effectiveness of its implementation in secondary schools remains inconclusive and inconsistent. In urban settings such as Seremban, the factor of high academic expectations, large class sizes, and diverse student populations may present challenges to the effective implementation of Classroom-Based Assessment, particularly in shifting from examination-oriented practices to more student-centered and authentic assessment approaches. Consequently, the effectiveness of CBA implementation may vary across schools. Therefore, this study aims to examine the effectiveness of Classroom-Based Assessment implementation in urban secondary schools in Seremban. The study aims to evaluate teachers' perceptions regarding the effectiveness of Classroom-Based Assessment implementation in promoting meaningful teaching and learning practices. The findings of this study may contribute to educational policy improvements and help create a more equitable education system in Malaysia.

LITERATURE REVIEW

Assessment is a fundamental attribute to pupils' learning. An assessment provides students and teachers with knowledge and information about student learning outcomes, strengths, and weaknesses (Tong Hock et al., 2022). Assessment of Classroom-Based Learning (CBA) was introduced after some modifications to develop student learning, which is learning-oriented and eliminates examination-oriented recognition. Classroom-Based Assessment (CBA) is applied in the education system in Malaysia. It substitutes the public examination system at the primary school level and gives prominence to summative and formative assessment holistically (Lokman et al., 2024). CBA is a part of the learning process, and it is also one of the components of School-Based Assessment that focuses on the development and progress of students holistically.

The teachers presumed that the CBA is merely a teaching and assessment task detached from existing teaching and learning. The apprehension was formed due to insufficient information on the implementation of the CBA. The practical implementation of CBA requires a comprehensive and systematic planning stage, followed by the preparation, implementation, and reporting stage. Henceforth, the Ministry of Education conducted workshops and intensive CBA training for headteachers and school principals to understand CBA implementation procedures. Based on the kind hand-in-hand, school leaders are deemed responsible for disseminating the CBA knowledge and skills acquired to teachers in their respective schools for implementation. However, the extent to which the implementation of CBA would be a triumph is yet to be substantiated.

The quality of a student's achievement remains at the top priority for educators. Their performance plays a significant role in producing high-quality graduates. They are the backbone of the country (Razak et al., 2019). Family socioeconomic status (SES) is an important factor affecting the learning processes, students from higher-SES backgrounds usually have more access to educational resources and opportunities while on the other hand students from lower-SES families are more likely to face problems that can get in the way of their learning (Hai Rul Halim & Safiai, 2024).

The effectiveness of Classroom-Based Assessment (CBA) is influenced by several interrelated factors that determine whether its intended educational objectives can be achieved. Educators' pedagogical content knowledge (PCK) can be considered crucial to the development of effective teaching practices and the implementation of effective curriculum (Abiola Tawa Ahmed & Yusuf Olayinka Shogbesan, 2023). Research by Trask and Cowie (2022) shows that teachers often use trends or a range of formative and summative assessments and traditional and alternative methods in their classrooms and while this diversity can enhance student learning, it raises concerns about consistency and coherence, particularly when teachers' practices diverge from curriculum policies. A key feature of CBA is its flexibility, allowing teachers to employ multiple assessment methods that align with their students' skills and abilities which teachers would assess students' mastery of specific topics and learning standards using various tools, such as rubrics, which clearly describe expected outcomes.

Communication is the progression of a message, through which verbal or non-verbal messages, or both, are transferred by the sender to the receiver in this case with the teacher and the students. It refers to the ability to convey commendably and competently using the following four language parameters which are listening, speaking, reading, and writing (Deeba et al., 2021). Implementing CBA lessons begins with teachers developing a comprehensive instructional plan, including assessment strategies within that action the teachers must identify specific learning objectives aligned with curriculum standards and determine the appropriate assessment methods for evaluating student progress (Bin et al., 2025). Classroom observation became a very important tool in evaluating teaching performance. It is designed not to evaluate the teacher but to improve teaching performance.

In the present educational context, the focus of teaching and learning is changed for students as it demands them to be active communicators from passive ones. Effective communication by the students is regarded as a vital component for academic accomplishment. Effective use of communication skills helps students to build trust and success in their academic life therefore, poor communication during studies may affect students' academic performance. The transition to CBA was intended to create a more student-centered environment. The concept of challenge is important because it is embedded in many major themes of positive psychology and can be a key concept in creating perspectives and frameworks to connect and integrate multiple elements in positive psychology to promote advancements in the field especially in education (Horikoshi, 2023). 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, 2019). 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 which resulted in teachers expressing confusion and unpreparedness in implementing PBD (Hauzimah, 2019). Inadequate planning and engagement in activities further impede effective teaching and learning (PdP).

METHODOLOGY

This study adopts a quantitative research design to examine the effectiveness of Classroom-Based Assessment (CBA) implementation in urban secondary schools in Seremban, with particular focus on the effectiveness of CBA from the perspective of the public community. A total of 154 teachers from urban secondary schools in Seremban were selected as respondents using a purposive sampling method, as teachers are the primary practitioners responsible for implementing CBA in the classroom. Data was collected through a self-administered questionnaire distributed both physically and online via Google Forms. The questionnaire consisted of two sections, namely the demographic profile and the effectiveness of CBA implementation. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The collected data were analyzed using the Statistical Package for Social Sciences (SPSS), where descriptive statistical analysis including frequency, percentage, mean score, and standard deviation were used to describe respondents' profiles and perceptions toward CBA implementation. Ethical considerations were observed throughout the study, ensuring voluntary participation, informed consent, anonymity and confidentiality of all information provided by the respondents.

RESULT AND DISCUSSION

Profile of Respondent

Table 1.0 represents the demographic profile of the 154 respondents involved in the study. In terms of gender, most respondents were male which is 103 (66.9%), while female accounted for 51 (33.1%). This shows that a higher participation is among the male respondents. Most respondents were aged between 21-30 years old (46.8%), followed by those below 20 years old (28.6%), respondents aged 31-40 years old (16.2%) and those above 40 years old (8.4%). This suggests that the sample was largely composed of young adults. In terms of subjects taught, Language/Bahasa represented the largest group of respondents (29.2%), followed by Science (25.3%), Religion/moral (23.4%), and Mathematics (19.5%). Respondents teaching Account (Perakaunan) accounted for (1.3%), while Computer Science and Business Studies (Perniagaan) each represented (0.6%) of the sample. This indicates that the respondents were primarily from Language/Bahasa, Science, and Religion/Moral teaching backgrounds. Regarding teaching and learning experience with Classroom-Based Assessment (CBA), the largest proportion of respondents had 1-3 years of experience (39.6%), followed by those with less than 1 year experience (26.0%). Respondents with more than 6 years of experience accounted for 24.7%, while those with 4.6 years of experience represented the smallest group at 9.7%. Overall, the findings indicate that the respondents were predominantly young male educators who mainly taught Language/Bahasa, Science, and Religion/Moral subjects and possessed moderate experience in implementing CBA, particularly between one and three years.

Table 1.0
PROFILE OF RESPONDENT (N=154)

Profile	Category	Frequency	Percentage (%)
Gender	Male	103	66.9
	Female	51	33.1
Age	Below 20 years old	44	28.6
	21-30 years old	72	46.8
	31-40 years old	25	16.2
	Above 40 years old	13	8.4
Subject Taught	Computer Science	1	0.6
	Language	45	29.2
	Mathematics	30	19.5
	Accounting	2	1.3
	Business Studies	1	0.6
	Religion/Moral	36	23.4
	Science	39	25.3
Teaching/Learning Experience with CBA	Less than 1 year	40	26.0
	1-3 years	61	39.6
	4-6 years	15	9.7
	More than 6 years	38	24.7

According to Pallant (2016), Cronbach's alpha is used to assess the internal consistency of a scale, indicating how closely related the items are as a group. An alpha value of 0.9 or above is considered excellent, between 0.8 and 0.9 is good, 0.7 to 0.8 is acceptable, 0.6 to 0.7 is questionable, 0.5 to 0.6 is poor, and below 0.5 is unacceptable.

Table 1.1 shows the reliability analysis for the variable *Effectiveness of Classroom-Based Assessment in Urban Schools: A Case Study in Seremban*. The construct consisted of 15 items and recorded a Cronbach's Alpha value of 0.922. Hence, this value is classified as excellent, indicating that the items used to measure the effectiveness of Classroom-Based Assessment are highly internally consistent and reliable for further analysis.

Table 1.1
RELIABILITY TEST B

Variable	Number of Items	Cronbach's Alpha	Reliability Assumed
Effectiveness Of Classroom-Based Assessment in Urban School: A Case Study in Seremban	15	0.922	Excellent

In this study, the mean scores were evaluated using the interpretation scale that is shown in Table 1.2. The mean values from 1.00 to 2.33 are interpreted as low level, the mean values from 2.34 to 3.67 as moderate level, and

the mean values from 3.68 to 5.00 as high level. This interpretation scale can be used as a reference to understand the respondents' perceptions of the effectiveness of Classroom Based Assessment (CBA) in urban schools.

Table 1.2
LEVEL OF MEAN SCORE RANGE

Mean Score Range	Level
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

Table 1.3 shows the mean score and standard deviation of the variable *Effectiveness of Classroom-Based Assessment (CBA) in Urban Schools*. The responses were obtained from 154 subjects, which yielded a mean score of 4.297 with a standard deviation of 0.554. Based on the interpretation scale shown in Table 1.2, this average score falls within the high range.

The result suggests that the general attitude of respondents towards the effectiveness of Classroom-Based Assessment in urban schools was highly positive. The high mean score indicates that respondents believe CBA makes a positive contribution to students' learning outcomes, is highly conducive to continuous assessment practices, and successfully improves the teaching and learning process. In addition, the moderately low standard deviation reflects a strong uniformity of responses regarding the effectiveness of implementing CBA in urban school settings.

Table 1.3
MEAN AND STANDARD DEVIATION B

Variable	Mean	Standard Deviation	N
Effectiveness Of Classroom-Based Assessment in Urban School: A Case Study in Seremban	4.297	0.554	154

CONCLUSION

This study aimed to examine the effectiveness of Classroom-Based Assessment (CBA) implementation in urban secondary schools in Seremban. The findings indicate that teachers in Seremban generally perceive the implementation of CBA as an effective method reflecting its ability to support continuous assessment, monitor students' learning progress, and promote holistic student development at school. The high overall mean score demonstrates positive teacher perceptions towards CBA implementation and suggests that the assessment approach has contributed positively to teaching and learning practices. However, although the findings indicate a positive level of effectiveness, the successful implementation of CBA requires continuous commitment from teachers, school administrators, and the Ministry of Education. With the cooperation of all parties, CBA could help to produce students that are more holistically developed, independent learners and reflective learners. Aside from that, the factors such as teachers' competency, professional development, administrative support, and adequate teaching resources remain important in ensuring that CBA is implemented effectively across schools. Therefore, the action or implementation of continuous training programmes, improved institutional support, and appropriate educational resources should be strengthened to enhance teachers' confidence and competency in implementing Classroom-Based Assessment while maintaining the quality of teaching and learning. Overall, this study contributes to the existing body of knowledge by providing empirical evidence regarding the effectiveness of Classroom-Based Assessment in urban secondary schools in Seremban. The findings may assist policymakers, school administrators, and educators in strengthening current assessment practices and improving educational quality in Malaysia. However, this study was limited to teachers from urban secondary schools in Seremban therefore, future research is recommended to include respondents from different states and school settings, as well as to examine the factors influencing the effectiveness of Classroom-Based Assessment, including teacher

competency, assessment literacy, institutional support, and classroom learning environments, to obtain a more comprehensive understanding of successful CBA implementation.

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