

Transformation in Students' Attitude after Classroom-Based Assessment's (PBD) Implementation on Arabic Language Subject

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ABSTRACT--- *Classroom-Based Assessment (PBD) is a form of a constant assessment carried out in conjunction with teaching and learning to enhance student mastery and teacher teaching. This research was administered to explore the changing nature of student attitudes towards Arabic language skills as a result of the implementation of PBD attended among lower secondary students. The design of this case study utilised comprehensive interview instruments among seven Arabic language teachers and group interviews with students who received formative assessments of Arabic language subject. Interview participants were selected with purposive sampling method who are also head coaches (JU) of PBD for the national Arabic Language for five states in Malaysia. The perfect interview data in the transcript was subsequently analysed to generate themes and subthemes employing the help of Nvivo software 12. The findings revealed that there had been a positive change in student attitude as a result of the planned implementation of the planned Arabic Language PBD. The results established that students are more active in learning activities, more competitive with peers, more aware of an Arabic language assignment, more interested in and learning Arabic, better prepared to learn Arabic language and students more confident in speaking the Arabic language with friends and teachers. Principally, the conclusions revealed that the planned implementation of PBD could attract students' interest to Arabic language learning and promote active student engagement especially for the learning of four skills in the Arabic language among lower secondary school students.*

Keywords--- *Classroom-Based Assessments, Transformation in Students' Attitudes, Active and Competitive Students, Arabic Language Subject.*

I. INTRODUCTION

Classroom-Based Assessment (PBD) is a perpetual level of student assessment completed in conjunction with teaching and learning. In order to create powerful PBD, teachers must comprehend content standards, learning standards and performance standards and master classroom-based assessment (PBD) methods. Concurrently, students must be informed about what will be assessed during the teaching process. It allows students to be assessed fairly and in a better state of learning the Arabic language.

Active implementation of PBD also requires that the level of student mastery need to be recorded and reported especially to students and parents so that everyone is aware of and able to take appropriate steps to enhance student

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learning (MOE, 2018). Accordingly, the implementation of PBD in Arabic subject is also expected to enhance student achievement in the Arabic language, especially for the of four skills in the Arabic language and enhance positive attitudes towards the subject itself.

1) Problem Statement

Teachers perform an indispensable role in their efforts to enhance student achievement in a variety of methods in an integrated and holistic way. In order to achieve these genuine intentions, it demands the sacrifice and contribution of teachers more professionally. Nevertheless, some issues regarding the implementation of PBD and student achievement in Arabic subjects remain unsatisfactory. According to Zawawi (2008), in his subject, the achievement of SMKA students in Arabic speaking skills is still weak, and students also have a moderate interest in Arabic language subjects. Jefridin (2011) also noted that the subject of Arabic is often deemed challenging by most students. The findings also show that students are not able to speak Arabic except in minimal circumstances. A similar issue was raised by Wan Mohd Zuhairi (2017) that the first thing teachers should think about when entering class is how to engage students in the subject of Arabic. Abdullah's (2018) study showed that factors of self-esteem also impede students' ability to speak Arabic, such as having high levels of fear and inferior towards the Arabic language.

Based on these issues and concerns, the study on the implementation of PBD in Arabic subject remains vague, particularly in terms of the change in students' attitudes towards Arabic language skills and students' interest in Arabic subjects.

2) Research Objective

The principal objective of this study was to explore the students' attitude to change as a result of the implementation of PBD in Arabic language skills among lower secondary school students.

3) Research Question

The research was designed to answer the question "How has student attitude changed after the implementation of PBD in the Arabic language among lower secondary school students?"

4) Research Concept

The Ministry of Education (MOE, 2018) has set the goal of the Standard Secondary School Curriculum (KSSM) for Arabic language subjects to strengthen students' Arabic language skills in social interaction and to build student self-esteem through the practice of pure values. To achieve this mission, oral questioning activities in the classroom also encourage mutual interaction between teachers and students. Therefore, it creates a more active learning environment among students (Aisah, 2017).

According to Reynolds et al. (2006), effective teachers are the ones who are always conscious of the teaching and assessment processes that take place in the classroom. Besides, the teacher's responsibility is not only to teach but also to plan assessment activities, and to be able to use assessment information to develop teacher's teaching methods (Gallagher, 1998).

Thus, the implementation of PBD on the subject of the Arabic language was aimed at improving student learning through formative and quantitative assessment. At the same time, was intended at improving teacher's teaching. In order to achieve the PBD of Arabic subject, the position of teachers is particularly significant to determine the learning objectives to be assessed, design and construct assessment instruments, implement assessments, record assessment results and make follow-up (MOE, 2018).

II. METHODOLOGY

The researcher adopted the case study as the design of the study with an entirely qualitative approach. This research was a qualitative study using a single case multiple site designs. The study participants consisted of seven experienced teachers of Arabic language subject among lower secondary students and were the head coaches of the national Arabic-language PBD in five states in Malaysia. The study participants were selected by purposive sampling technique (Merriam, 2009) with the assumption that they are proficient in Arabic PBD information as a result of receiving direct instruction from the MOE. The complete interview data were transcribed and analysed to devise themes and subthemes with the help of Nvivo software 12. The researchers also received expert approval to confirm the main themes composed with the *interrater approach* with a high level of agreement of 0.93 (Cohen et al., 2000).

III. RESULTS AND ANALYSIS

The outcomes of this subject were to answer the research question regarding the students' attitude transformation as a result of the implementation of the Arabic language PBD among lower secondary students. The findings of this study revealed several key themes for transforming student attitudes; student learning is more active, students are competitive, learners are ready, students are aware, students' interest is growing, students are having more fun in learning the Arabic language and they are more confident in speaking the language.

1) Students Are Increasingly Engaged in Learning

The difference in students' attitude as a result of the execution of PBD has made students more active in learning Arabic language subject. It is because students understand that they are consistently being observed and evaluated by the teacher throughout the learning process. Five study participants approved this statement. For example, GBA1 teacher statement showed students are active throughout the learning of Arabic as follows; "The students will be active, which means they did not feel sleepy ... the pupils are more active especially for things related to PBD" (TB-GBA1, 2019)

Students are more likely to be involved in language-learning activities. GBA2 teacher mentioned, "Students are more active, especially when we do game activities" (TB-GBA2, 2019).

Changes in students' active attitudes are also reflected in the implementation of the Arabic language PBD as students are aware that teachers are always evaluating them. The active attitude of the student becomes more evident as the teacher organizes various learning activities.

2) Students Compete with Each Other

The changes students' attitudes after the implementation of the PBD in the Arabic language allows students to compete with their peers in learning always. Students also compete positively so that they are given the highest level of proficiency in the subject. Five study participants approved this statement. Examples of excerpts of GBA2 teachers proved that students always compete in memorising Arabic vocabulary in textbooks. Students also compete regularly to answer questions posed by teachers. "Students compete, as I have experienced before. I asked them to memorise as many words as they could" (TB-GBA2, 2019).

Students also compete with their peers when they find out that students are given the highest level of achievement such as Level 6 by their teacher such as the following P1GBA3 interview excerpt; "Students feel like they compete with each other ... when teachers recognise their students' status" (TBP1-GBA3, 2019). Triangulation of student interview data also proves that P2GBA3 students are continually competing to answer questions posed by teachers as the following excerpt; "We become more confident because we feel as if we were competing, and then a the *ustazah* questioned all of us" (TBP2-GBA3, 2019).

The results of the above interviews clearly show that students are always competing for the highest level of achievement, especially Level 6 for each time when they are learning Arabic.

3) Students Are Always Ready for Learning

The shifts in students' reactions as a result of implementing PBD has always made students ready for learning Arabic. Students are always ready to learn to gain the highest level of proficiency in Arabic. Four study participants also confirmed this statement. GBA1 teacher statements showed students are always ready to learn Arabic as follows;

"Please do not be offended if I give you a low score ... I told them, so now I when they enter the class, they look ready ... they have the attitude to be ready" (TBG-GBA1, 2019).

Students are always ready to complete their assigned tasks. It is because students know teachers always evaluate them. GBA3 mentioned;

"So that is the case, so during PdP, when we observe them, okay ... we know that they can do it. I would always pay more attention to weak students. Because most of them are prepared ... always be prepared" (TBG-GBA3, 2019).

The above results clearly reveal that students are always ready for Arabic language learning sessions. Students are always prepared for the Arabic language learning session as a result of PBD.

4) Students Are Always Aware of Their Learning Assignments

The move in student attitude resulting from the implementation of the Arabic language PBD has made the students always more attentive to their learning, especially for the four Arabic language skills. Students pay added attention to Arabic language lessons. Five study participants approved this statement. GBA2 teacher excerpt showed that students are sensitive to teacher criticism to correct the mistakes of their peers; "I like it when you make errors, because when you do something wrong, for others who feel as if they are right, they will not see the mistake, so they do not care" (TBG-GBA2, 2019).

The GBA1 teacher's statement also emphasised that students need to be more aware that the formation of Arabic language sentences is correct such as whether or not to use *alif lam* in adjectives such as the following example; "Like adjectives ... they have to see should they write *alif lam* or not" (TBG-GBA1, 2019).

The results of the interview above demonstrate that students are always aware of the Arabic word writing, especially the Arabic word form so that it is spelt correctly and there is no spelling error in the Arabic word writing.

5) Students Love Helping Friends

Changes in students' attitudes as a result of the implementation of PBD has made them more likely to help their friends, especially among those who are poor with their four skills in the Arabic language. Four study participants approved this statement. The GBA7 teachers' statement also indicated that intelligent students are more likely to help a friend who has not mastered any of the following Arabic skills; "When we recognise the slow students, the smart ones will help them" (TBG-GBA7, 2019).

Triangulation of P1GBA2 student data reveals that students are always helpful to each other, especially when in a group such as the following example; "If this thing happens in my group, I will help to teach the group" (TBP1-GBA2, 2019).

The results of the interview excerpts designate that students are more than happy to assist their peers, especially in completing language-related assignments. Each other's attitudes are evident when students are in a group.

6) Students Are More Interested in Learning the Arabic Language

Improving students' attitudes as a result of the implementation of the PBD has also made students more interested in four Arabic language skills, especially after learning about the ongoing assessment of these skills. All seven study participants approved this statement. GBA3 teacher statements presented students' interest in learning Arabic are as follows; "When the teacher gets the attention, it indicates that the students like the approach" (TBG-GBA3, 2019).

Through PBD, students also develop an interest in Arabic language learning such as the P2GBA7 student statement which shows students are increasingly interested in Arabic; "Then I asked a friend who is poor in the Arabic language, and he/she told me that learning Arabic now is fun because *Ustaz* always does those activities" (TBP2-GBA7, 2019). The same attitude was also evident by the P1GBA6 students who were always sitting at the front row in the class as follows; "I will focus on *Ustaz*'s teaching, sitting at the row in the class to hear what is said and what I am interested in learning the Arabic language" (TBP1-GBA6, 2019).

The results of the interviews indicate that students' interest in Arabic language learning is growing as a result of the execution of PBD with a mixture of exciting and engaging education pursuits.

7) Students Always Enjoy Learning Arabic

The change in student's attitude resulting from the implementation of PBD proves that students are having much fun learning Arabic, especially after learning about continuous assessments of four Arabic language skills. All seven study participants approved this statement. The following GBA3 teacher's statements presented students

are having much fun learning Arabic as follows; “The students seem to realise that learning the Arabic language is actually, fun” (TBG-GBA3, 2019).

GBA5 teacher showed similar statements; “Even my students find it fun to learn and easily share the understanding with their friends” (TBG-GBA5, 2019). The similar circumstance is observed of P2GBA2 student statements who said; “It was much fun, learning the Arabic language” (TBP2-GBA2, 2019).

Students enjoy learning Arabic through the implementation of PBD in a variety of learning activities. Even students feel comfortable knowing that their learning activities will always be evaluated by the teacher throughout the learning process in the classroom.

8) Students Are More Confident to Speak Arabic with Their Teachers and Friends

The changes in students’ attitudes as a result of the implementation of PBD also made students more confident to speak Arabic with their teachers and friends. Five study participants approved this statement. The same statement was reaffirmed by GBA7 teachers who stated that the students spoke Arabic fluently even in grammar as the following passage; “My students speak (Arabic) whenever I do, even if they make mistakes, it does not matter” (TBG-GBA7, 2019).

Triangulation of P2GBA7 student data also proves that students are becoming more confident in Arabic, and teachers are also training students to speak in front of fellow students;

“*Ustaz* trains us to speak in front (of the class), raises a hand to be in front. Even for a passive student like me, in the classroom, now I am confident to speak in front” (TBP2-GBA7, 2019).

The results of the interviews prove that students are more confident to speak Arabic with their teachers or friends. It is because students have much vocabulary and are trained to compose sentences. Students are also trained to speak in front of the classroom during the teaching and learning process.

IV. DISCUSSION

Based on the conclusions of this investigation, it is apparent that there is a positive transformation in students’ attitude as a result of the execution of the Arabic Language PBD. The implementation also requires teachers to provide immediate feedback to promote students to learn.

For instance, the findings of the study confirmed that students are more active during the learning process in the classroom. It is because the implementation of the Arabic Language PBD challenges students to be actively involved in teacher-led activities and to always compete for the highest level of mastery. It is reinforced by the statements of Murugaya (2010), Hamimah and Rohaya (2014) that school assessments conducted in the classroom encourage students to be actively engaged in providing the best work in learning. Question-and-answer activities can help improve teacher-student interaction effectively. Thus, it intensifies the active learning environment and promotes student engagement (Aisah, 2017; Zamri & Nor Azah, 2011).

The conclusions of the study also demonstrated that implementing PBD can increase the competition of students in learning to provide the highest level of mastery in their learning. The same situation is observed by Wan Mohd Zuhairi (2017) that through school assessment, students are looking forward to showing their work for review and feedback in an instant.

The outcomes also pointed out that students' interest in Arabic language skills is changing. It is in line with Wan Mohd Zuhairi's (2017) assertion that through the management of well-organised school assessments, students' interest can be seen for the Arabic language when they appear having fun and being happy when they have the task and competitive attitude of students to answer questions.

The results of the implementation of the PBD also proved that students are having much fun throughout activities of the four skills in Arabic language learning among lower secondary school students. The likewise finding was further reinforced by Wan Mohd Zuhairi (2017) who stated that through the gathering of well-designed school assessment evidence, learning activities are increasingly exciting and enjoyable even when teachers are burdened with various tasks.

V. CONCLUSION

Ergo, the discovery of this research definitely attested that through the implementation of the planned Arabic language PBD, it could bring about positive transformation in student attitude. It is hoped that through the robust operation of Arabic language PBD, it will also intensify students' positive attitudes such as active learning, positive competition, teamwork and confident to speak the Arabic language. The result of this significant real revolution in attitude will improve student achievement in four Arabic language skills as anticipated by the MOE.

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