

# Assessment Practices in Competency-Based Education in Pendidikan Asas Vokasional (PAV) Program at Malaysia Lower Secondary School

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**ABSTRACT:** Competency-Based Education (CBE) is a leading paradigm for innovating technical and vocational education and training (TVET) today. The Competency-Based Education approach has been implemented in lower secondary level in Malaysia through Basic Vocational Education (BVE) program also known as Pendidikan Asas Vokasional (PAV). The literature review shows that the research still has some gaps in CBE which still not have so much documented so far in vocational education at lower secondary levels in Malaysia. This research is a qualitative study with a case study and the data collection is conducted through interviews, observations, and document analysis techniques. This research involved three Secondary Schools involving students, teachers and school leaders as the main informant and contribute various forms of data. The findings have a focus on exploring the actual assessment practices of CBE implementations in this program. The findings from this study reveal the current issues, and how teachers overcome that problem. This knowledge contributes to the useful teaching method in CBE and serving the awareness about the issues. Thus, it is concluded that, Competency-Based Teaching approaches are not well implemented in lower secondary levels in Malaysia and more efforts need to be devoted to the developing understanding of CBE approaches.

**Keywords:** *Competency-Based Education; assessment practices; issues*

## 1. INTRODUCTION

CBE offers students the opportunity to draw upon existing life skills and knowledge (Rainwater, 2016)

The concept of CBE has been growing opportunities in Malaysian educations through BE program also known as PAV. This program is implemented at lower secondary schools from Form 1 to Form 3 to produce more highly skilled young talents since not all students are inclined towards an academic-oriented examination. There is a different assessment system in the PAV program to ensure that hands-on skills are applied and assessed. It is different compared to mainstream in Secondary School.

## 2. PURPOSE OF THE STUDY

This study aimed at understanding the reality that occurs in the CBT concept in the implementation of the PAV program. Other than that, this study focuses on aspects of the assessment. This research is an exploration of CBE implementation studies and highlights the actual practice of assessment in this program.

## 3. METHODOLOGY

A case study in qualitative methods is the suitable method used for this study, as well as the recommendations of Merriam (1998), namely, the case study is to understand in depth a situation and give meaning to those affected. For this purpose, this research is a qualitative study with a case study and the data collection is conducted through interviews, observations, and document analysis techniques. In this study, researchers use purposive sampling techniques and maximum variation sampling strategies. The purposive sampling technique, is the deliberate choice of a participant due to the qualities the participant possesses and that does not need underlying theories or a set number of participants (Etikan, Musa & Alkassim, 2016).

In-depth interviews were conducted with teachers and students, as well as an officers from the Ministry selected as study participants under the data needed to answer research questions. The data are also supported by the observations and document analysis obtained from participants.

## 4. RESULTS AND DISCUSSION

### Effectively preparation for a lesson

The preparation of the PAV teacher is based on their expertise by PAV subjects, clearly produce highly skilled teachers. This qualified teacher is going to form the student who is mastering the job-specific skills that are hands-on based. Besides that, teachers should consider developing an appropriate instructional material to support learning activities to ensure that curriculum and assessment are implemented properly. In addition, teachers will need to be trained in how to use the new

materials since the methodology of CBET system requires shifting from teacher to student-centered approach (Tambwe, 2019).

### Malaysian Skill Certificate (SKM) Level 1

The assessment that involves SKM is evaluated in two forms, namely the Core Abilities Module and the Furniture Manufacturing Module. Some of the constraints have led to poor implementation of assessment for individual PAV students. The assessment methods used to evaluate students are not based on a single set of guidelines and the assessment depends entirely on the creativity of the PAV teachers themselves. This phenomenon has led to inconsistencies in the method of assessment and assessment between schools that offer similar programs. This can lead to doubts about the quality of students' assessment methods.

### Malaysian Skill Certificate (SKM) Level 2

Some constraints led to the inevitable implementation of the assessment of each PAV student. The assessment method used to evaluate students is not set with a standardised guideline, but assessment is been made depends entirely on the creativity of the teacher itself.

### Issues

The teaching environment for module Manufacturing Furniture does not meet the needs of teaching and learning that requires working space and supplies materials to guarantee the continuity of the process of teaching. The problem of incomplete workshop infrastructure is also faced by teachers such as facilities that are limited when students perform hands-on in the workshops.

This study can conclude that, the participant has taken reasonable steps to ensure that the process running smoothly despite the lack of teaching materials. On the whole, the teacher has taken steps to adapt the syllabus with the student's achievement level, and at the same time able to achieve the objectives that are set by the Ministry.

## 5. CONCLUSION

Through this paper describes in detail the application of assessment practices in the PAV program. As a summary of that study, the teachers have taken reasonable steps to ensure that the process running smoothly despite the lack of teaching materials.

Each school followed a process provided by adapt existing courses for CBE approach somehow, teachers customize the syllabus in line with the ability of the students. Teachers found that transforming existing courses into the CBE format took a significant of time. However, some teachers found the new format so beneficial by adapted the CBE model. Besides, students found CBE to be beneficial in numerous ways including the ability to learn at their own pace. However, students agreed that CBE was best suited to students who were disciplined, and able to direct their learning.

These findings led to various opportunities including, the provision of CBE pedagogy training to teachers to improve their understanding of CBE and enhance its implementation. Thus, it is concluded that, Competency-Based Teaching approaches are not well implemented in lower secondary levels in Malaysia and more efforts need to be devoted to the developing understanding of CBE approaches.

Through this study, teachers and students have to face the problems of infrastructure and completeness of the equipment workshop. As a suggestion for the future hands-on program, a workshop should be completed with all fittings and equipment before the process of teaching and learning began in the early stages.

Evaluation is needed in determining and measuring the competency of the students. Through competency-based education in this program, can produce future employers that meet the job requirements and assure quality outcomes in the workplace. However, the curriculum of the CBE approach at the Lower Secondary Level needs to be revised from time to time to meet the needs of the workplace and skills needed by the industry.

This finding can guide and focus the assessment practice CBE approach in the program. With the student involvement in this program, will be able to qualify them to pursue interesting work, challenges and provide a decent return. It is hoped that by adopting the CBE system at an early stage, technical institutions will be able to produce people who are competent in their workplaces and who can spearhead the country to its desired vision.

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