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(IJEPC)**www.ijepe.com**CHALLENGES AND SOLUTIONS OF INTEGRITY IN
CLASSROOM BASED ASSESSMENT (CBA): A CASE STUDY IN
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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

The integrity of Classroom Based Assessment (CBA) in schools' contexts poses unique challenges due to the diverse social, cultural, and educational backgrounds of students. This article aims to explore the challenges and solutions related to maintaining integrity in CBA within multiracial school. Using a qualitative approach, six teachers, who are also master trainers (Jurulatih Utama) were interviewed, employing purposive sampling to gather in-depth insights. The findings reveal key challenges related to integrity, including issues of transparency, honesty, justice, humility, moral courage, and consistency in assessment practices. In response to these challenges, the study proposes several solutions, such as strengthening value-based education, offering comprehensive training and professional development for educators, and placing greater emphasis on transparency and accountability in assessment. This research concludes that the integrity in Classroom Based Assessment is important, as it will affect the whole system of education and teachers play vital roles in ensuring professional Classroom Based Assessment established in schools.

Keywords:

Challenges, Solutions, Integrity, Classroom Based Assessment, School,

Introduction

The world of education today is not exempted from receiving the effects of the waves of the globalization era of a borderless world. The explosion of progress in the fields of science, technology, communication, and information so rapidly demands a generation that is able to compete. Thus, the government is aware of the need and strives to produce human capital that is holistic and balanced in terms of physical, emotional, spiritual and intellectual as desired in the National Education Philosophy. (Al-Hudawi, Fong, Musah, & Tahir, 2014).

Malaysia's previous system shows a system that is exam-oriented and does not see the achievement abilities of each student, so such a system is no longer relevant to the current challenge in producing human capital that is in line with the school's needs (Ministry of Education, 2013). In order to achieve all those wishes, a teacher with integrity is very necessary as an executor. The integrity movement in our school started holistically in 2004 with the establishment of the National Integrity Plan (PIN) and the establishment of the Malaysian Integrity Institute (IIM). The enactment of PIN is an important effort to mobilize the machinery of the government, the private sector, and the entire society in applying the values of a pure and noble life. (Baqutayan & Mayati, 2021).

A teacher with integrity will perform his duties with trust, honesty, sincerity and full of empathy for students. In addition, teachers with integrity also have a high level of patience in solving student problems. In terms of teaching and learning, teachers with integrity are responsible for giving the best to their students. A teacher with integrity is also responsible for carrying out his duties sincerely in order to produce first-class human capital. The result is of course the best students can be produced after imitating the behavior of quality teachers.

Classroom Based Assessment (CBA) was implemented with several objectives, including lessening the workload associated with exams in the early school years, fostering a fun learning environment, assisting educators in gauging the overall progress of their students' education, and providing equal learning opportunities for every student (Ministry of Education Malaysia, 2013). This argument is consistent with that made by Yates and Johnston (2018), who stated that given that every student is unique and has varying potential and talents, the examination approach is not as appropriate for use with pupils in this age group.

CBA is a continuous process in the teaching and learning session to obtain information about the development, progress, abilities and mastery of students towards the intended curriculum goals. CBA involves the process of collecting and analyzing information as well as making continuous reflections on teaching and learning in making consistent judgments towards improving the teaching and learning. The correct implementation of CBA will give a clear picture of students' mastery of the Learning Standards set in the curriculum. All information obtained from the assessment is not intended for comparison or competition between students. Instead, the information should be used to help the school and parents to plan follow-up actions towards improving student mastery and achievement in learning. (Hock, Ayub, Shah, & Ahamed, 2022)

Teachers play an important role in implementing CBA by determining learning objectives based on the Learning Standards to be assessed, designing and building assessment instruments, carrying out assessments, recording assessment results, analyzing assessment information, reporting and making follow-up actions.

In order to achieve all those wishes, a teacher with integrity is very necessary as an executor. The integrity movement in our school started holistically in 2004 with the establishment of the National Integrity Plan (PIN) and the establishment of the Malaysian Integrity Institute (IIM). The enactment of PIN and the establishment of IIM is an important effort to mobilize the machinery of the government, the private sector, and the entire community in applying the values of a pure and noble life.

Kohlberg's Theory of Moral Development

Moral Development Theory introduced by Lawrence Kohlberg is one of the greatest contributions in the field of developmental psychology. This theory emphasizes how individuals develop in their moral thinking from childhood to adulthood. In an educational context, this theory provides an important framework for understanding students' moral development and how integrity can be built and strengthened throughout the educational process. (Kohlberg, 1971)

Kohlberg developed his theory based on further studies of Jean Piaget's work on moral development. He believed that moral thought developed through a series of distinct stages, each of which reflected a more complex and abstract way of thinking about morality.

Kohlberg classified moral development into three main stages, namely, the pre-conventional stage, the conventional stage and the post-conventional stage. (Kohlberg, 1971)

Integrity in the Context of Kohlberg's Theory

Integrity is an important quality that reflects the consistency between one's actions, values, and principles. In the context of Kohlberg's Theory of Moral Development, integrity can be understood as a commitment to moral principles held by individuals at a higher level of moral development.

Integrity at the Pre-Conventional Level

At this level, integrity may be less visible because moral actions are motivated by the desire to avoid punishment or obtain rewards. Children at this stage may not have a deep understanding of moral principles, but an early education in honesty and responsibility can help form a foundation for future integrity.

Integrity at the Conventional Level

At this level, integrity begins to develop along with the awareness of the importance of social acceptance and adherence to societal norms. Individuals begin to associate their actions with values such as loyalty, justice, and transparency. Teachers and educators can play an important role by being good role models and encouraging students to adhere to moral norms in their daily interactions.

Integrity at the Postconventional Level

At this higher level of moral development, integrity is very clearly visible because moral actions are driven by universal ethical principles. Individuals at this level show a high commitment to justice, equality, and human rights. They are able to evaluate and criticize unfair rules and act according to their moral principles despite social pressure. Education that emphasizes critical thinking, social awareness, and ethics can help build and strengthen integrity among students at this level.

In the context of Malaysia, the government has taken proactive steps by introducing the National Integrity Plan. The National Integrity Plan (PIN) was launched in 2004 with the main objective of building a Malaysian society with integrity. In the context of education, PIN emphasizes the strengthening of integrity through a curriculum based on moral and ethical values. The goal is to produce individuals who have a strong, ethical, and responsible personality.

The Malaysian Ministry of Education (KPM) has also introduced an Integrity Unit, showing its seriousness in dealing with integrity issues in education. The KPM Integrity Unit was established as part of the government's efforts to strengthen integrity and transparency in the education sector. This unit plays an important role in ensuring that integrity practices are implemented in all levels of the Ministry of Education, including at the school level, district education offices, and state education departments. Among the main functions of the KPM Integrity Unit is to manage complaints related to misconduct, investigate allegations of non-compliance with procedures, as well as implement integrity awareness programs and training for KPM citizens. Through this initiative, MoE strives to create a work culture that is free of corruption, corruption, and abuse of power, in line with the government's goal to improve the efficiency and effectiveness of public services.

A study carried out by Ng Pei Juan, Saemah Rahman & Shahlan Surat (2023), in his study of the level of knowledge, skills and readiness of teachers towards the implementation of Classroom Based Assessment has used surveys and questionnaires as research methods. A total of 83 teachers from 5 primary schools category A of the School Transformation Program 2025 (TS25) in the district of Kuala Lipis, Pahang were selected to be respondents in this study. The selection of respondents for this study was chosen randomly. Questionnaires used as descriptive research and analysis instruments are used. Findings show that teachers' knowledge in the implementation of CBA is at a high level while the level of skill and level of readiness is at a moderately high level.

In the meantime, another study titled the implementation of CBA for primary school Malay listening and speaking skills, Darayani Johari & Wan Muna Ruzanna Wan Mohamad (2023). This study was carried out to deepen the implementation process of CBA scoring for primary school Malay speaking and listening skills. In addition, this study aims to explain the difference in the method of scoring students' Mastery Level (TP) for listening and speaking skills among rural and rural teachers. The participants of this study consisted of 2 teachers from rural and rural schools in Beluran district, Sabah. This study involves observation methods, document analysis and interviews for data collection. The results of the study showed that both study participants performed the CBA scoring for listening and speaking skills in Malay according to the guidelines recommended by the Malaysian Ministry of Education (KPM). However, there are differences in terms of knowledge, understanding and implementation of CBA scoring for both study participants.

In addition, the study conducted by Ashma Said, Darayani Johari, Noor Marina Yunus & Nurhidayah Mat Husin (2022), this study aims to see the level of understanding and integrity of Malay teachers in implementing Classroom Based Assessment(CA) at the primary school level. The respondents involved in the study were a total of 103 primary school Malay teachers in Tuaran district, Sabah. A questionnaire instrument in the form of Google Form was used in this study. Data were collected and analyzed descriptively. The results show that the high mean

score for the level of understanding and integrity of Malay teachers in implementing CA is high.

A study conducted by SH. Siti Hauzimah Wan Omar (2019), Knowledge, skills, attitudes and problems of teachers in implementing Malay Classroom Based Assessment in primary schools. A total of 95 Malay teachers in rural schools in Betong district, Sarawak were made respondents to the study. Sample selection is done by simple random. A total of 18 schools out of 47 national primary schools are involved. The research instrument used is a questionnaire. Data was analyzed using Statistical Packages For Social Science (SPSS) version 22. Data was analyzed using descriptive statistics and inferential statistics. The findings of the study show that Bahasa Melayu teachers are ready to implement CBA where the mean score of each element is high.

Methodology

The design of this study is a case study. This study was carried out using a qualitative approach. A qualitative approach was used in this study to examine the real phenomenon and this approach has enabled researchers to deeply understand the integrity issues faced by teachers in Classroom Based Assessment.

The study participants for this study were selected through purposive sampling, which are study participants who have the characteristics, properties and having knowledge related to the research being carried out (Sufean & Ghazali, 2016).

Several criteria have been set in determining the sample namely: -

1. Is a teacher in a national primary or secondary school.
2. Is a Master Trainer (Jurulatih Utama) appointed by Ministry of Education.
2. Having at least 15 years of service experience.
3. Teaching in a multiracial school (atleast with 3 different races)

This study is limited only to national schools consisting of schools located in Hulu Selangor district, Malaysia. The design of this study is also directly able to answer the research question. This semi-structured interview was used to give space to the research participants to give more open answers during the interview session through the questions posed by the researcher. Indirectly, the researcher will obtain more transparent answers from the study participants.

Through this interview, the researcher can ask additional questions to obtain more detailed additional information because the participants do not understand the questions presented. In addition, the researcher also uses the observation method to collect data. Before the observation process is carried out, the researcher requests permission from the study participants to record the teaching and learning session. This method is implemented to find out the process of CA implemented in the classroom. The researcher recorded every matter, event or incident that occurred based on the researcher's observations in the field notes.

Thus, deeper observations can be made through the supporting data. In addition, the researcher also collected data using document analysis. In this study, the document analysis used by the researcher is the Daily Lesson Plan (RPH) and the CBA scoring transit form for the listening and speaking skills of the study participants. The analysis of this document is based on a checklist of CBA scoring methods for listening and speaking skills.

Findings

Respondents have provided research findings in the interview session. The researcher has arranged the findings of this study according to the order of the research questions.

The issue of integrity is not something to be taken lightly. In the Philosophy of Teacher Education (FPG) in 1982, it was emphasized to produce teachers with noble character. In this study, the focus of the survey conducted is to explore the issue of integrity in Classroom Assessment.

Research Question 1: What is the teacher's perception of the issue of integrity in the implementation of Classroom Assessment?

Responsibility

The value of responsibility in the context of educational integrity is an important aspect that ensures effectiveness and fairness in the teaching and learning process. The responsibility of an educator lies not only in imparting knowledge, but also in carrying out fair and honest assessment. Respondents have elaborated their opinions on responsibility. According to respondent B,

"As an educator, I believe that the responsibility of conducting Classroom Based Assessment (CBA) is a trust that needs to be shouldered with full dedication and integrity. CA is not just to assess students' academic performance continuously, but also to understand their strengths and weaknesses in various aspects of learning." (Respondent B)

Transparency

The value of transparency in the context of educational integrity is an important element that ensures the trust and confidence of all parties involved in the education system, including students, teachers, and parents.

"First of all, transparency and fairness in evaluation is very important. Teachers need to ensure that each student is given a fair assessment based on their actual performance. This means that every piece of evidence collected through assignments, quizzes, projects, and observations needs to be recorded accurately and objectively. Unfair or biased assessment can affect student motivation and development." (Respondent C)

Honesty

The value of honesty in the context of educational integrity is the basis for ensuring fairness and credibility in the teaching and learning process. The value of honesty not only preserves the integrity of education but also fosters a positive and moral academic culture. According to respondent E,

"Honesty in Classroom Based Assessment (CBA) is to ensure accurate and effective assessment of student learning. As a teacher, I believe that honesty is the foundation of professional integrity and effectiveness of CBA." (Respondent E)

Respondent A also gave his opinion,

“First of all, honesty in collecting and recording assessment data is critical. All evaluations must be conducted honestly without any manipulation of the results to reflect the actual performance of the students. This means that every assignment, quiz, project, and observation must be judged on its true merit, without any bias. This helps provide an accurate picture of student progress and achievement. Second, honesty in giving feedback is also very important. Honest and constructive feedback helps students understand their strengths and weaknesses. If we give inaccurate feedback or cover up students' weaknesses, we prevent them from improving. Therefore, the feedback given should be specific, honest, and help students plan the necessary improvement measures. I also feel that we have to be honest in communicating the assessment results to parents and the administration is also an aspect that cannot be ignored. Parents have the right to know their children's real performance to help them at home, while the administration needs accurate data to make decisions related to student development and school programs.

Justice

Justice in the context of educational integrity is an important principle to ensure that every individual, regardless of background or circumstances, is given the same opportunity to achieve success in education. Thus, the value of justice is not only important to maintain the integrity of education, but also to foster an inclusive learning environment and stimulate the holistic growth of students.

"Sometimes, teachers may have unconscious biases based on factors such as gender, ethnicity, or socioeconomic background of students. This can affect the way the teacher evaluates assignments or interacts with certain students, even without the intention of being unfair. Evaluation that is too subjective can cause bias. For example, if the assessment criteria are unclear or too open to interpretation, teachers may unknowingly give different marks to students who perform similar tasks". (Respondent F)

Humility

The value of humility plays an important role in fostering integrity in education. The value of humility is an important foundation in forming a learning culture that has integrity and helps achieve balanced and holistic educational goals (Brown & Smith, 2018). Respondent D stated that,

"Humility in this context is the ability to understand and share the feelings of others. As a teacher, I always try to understand the situations and challenges my students face. This helps me to make a more humane evaluation and not just based on academic results. With empathy, I can provide more effective support to students in need." (Respondent D)

Moral Courage

Moral courage plays an important role in ensuring effectiveness and fairness in the education system. Respondent F explained,

"Moral Courage, or moral courage, in the context of educational integrity when conducting Classroom Based Assessment (CBA) means a teacher's willingness to act honestly, fairly, and ethically despite facing pressure or risk. This involves making the right decisions and sticking

to the values of integrity, even if those decisions may be unpopular or difficult. I will share how I apply this concept in my daily work as a teacher". (Respondent F)

Respondent B also mentioned that,

"As a teacher, I ensure that all evaluations are carried out fairly and equitably. I use a clear and detailed assessment rubric so that each student is assessed based on the same criteria. For example, when evaluating student assignments, I make sure all aspects evaluated are based on the rubric, without being influenced by personal or external factors."

Consistency

A study published in the international journal "International Journal of Educational Integrity" by Wong and Lim (2021) examines the value of consistency in the context of educational integrity. This study emphasizes the importance of consistency in the practice of moral and ethical values by educators as a basis for building a school culture with integrity. Consistency refers to the consistency and stability in the practice of those values, including in the teaching process, assessment, and interaction with students. Research shows that educators who show consistency in the practice of moral values tend to be strong role models for students, fostering an attitude of integrity and moral awareness among them. By practicing consistency, educators can create a fair, ethical, and integrity learning environment at school, which in turn contributes to the formation of moral and responsible individuals in society. (Wong & Lim, 2021).

"I use a clear and detailed evaluation rubric for each assignment and project. This rubric contains specific evaluation criteria and different achievement levels. This way, I can ensure that all students are evaluated based on the same criteria, without any bias. Before giving assignments, I also share this rubric with students, so they understand what is expected." (Respondent C)

Research Question 2: Issues and Challenges

Transparency Conducting CBA

Conducting Classroom Based Assessment is not as simple as giving a test paper and asking students to answer it. Teachers need to plan lessons and activities, assessment mechanisms, develop rubrics and assess students' level of mastery based on the Content and Assessment Standard Document (DSKP). Teachers need to be given freedom in handling CBA,

"Teachers are not given the freedom to conduct CA freely. The PPD will call and ask why the TP score is too low or too high. Teachers should be trusted to carry out CA. The teacher had to cheat by giving the TP data that PPD wanted" (Respondent A)

"When PPD doesn't believe, and parents don't understand, then teachers are stuck in the middle. This ultimately kills the soul of teachers, we need to change this culture." (Respondent C)

Without freedom in conducting CBA, it means that the integrity in the implementation of CBA has been compromised. The issue is something big that needs attention.

Teacher's Responsibility Attitude

In addition, based on the interviews conducted, the researcher found that there is still a casual attitude or take it for granted by a few teachers in conducting CBA. Respondent B said, *"There is no doubt that there is an integrity issue in teachers who want to take it easy or carelessly in giving marks. Sometimes these people give marks not based on the student's achievement but give marks just because they know each other. They are lazy to assess, they are lazy to But not all are like that, many teachers are okay..give marks according to the assignment rubric correctly"* (Respondent B)

Attitude problems should not occur because these teachers have undergone strict screening before becoming a teacher. Based on this interview, the researcher found that it was caused by the dumping of too much clerical work which caused teachers to focus on the preparation of teaching aids and teaching assignments.

"Teachers are tired with clerical work, that's the reason why we can't do our best for CBA. CBA was finally carried out using sheets of paper and pencil, while the initial concept of CBA was based on activities involving cognitive, affective and psychomotor" (Respondent B)

Parental Intervention and Understanding

This study also found that parents' understanding of CBA is still low. Because CBA is a subjective assessment based on a developed checklist or rubric, some parents who have never experienced this process during their schooling will question how marks are given.

"Parents come to school to question why their child's TP score is low. They do not understand that TP can still be improved throughout the school session of the year. They are not wrong, there is a reason for the concern, which is why the MoE needs to take action to spread awareness in the media, about what CBA is." (Respondent A)

The attitude of parents who defend their children too much, will not be able to help improvement. Parents should cooperate and always ask the teacher what role they should play.

"Without investigation, they came to attack the school. Should have asked well, cooperated, sometimes the teacher had to compromise about the integrity of the CBA with the principal's instructions" (Respondent A)

This value of integrity should not be compromised by insistence and interference from parents.

In conclusion, with the issues that have been identified during the interview, each party needs to do their respective roles in ensuring that the value of integrity in CBA can be strengthened.

Research Question 3: Improvement Strategies

Strengthening Value-Based Education

Value education needs to be strengthened in the school curriculum as a strategy to deal with integrity issues. Subjects such as Moral Education and Islamic Education can be used as a platform to discuss the values of integrity and foster awareness of the importance of integrity in life.

"As educators we don't just teach but we need to educate students. Educate them with values. Value is important. Value system is very important for personal form"(Respondent F)

Training and Professional Development for Educators

Teachers and educators need to be given regular training on the importance of integrity in education and how to foster it in the classroom. This training should include teaching strategies that promote integrity values, as well as how to handle situations involving integrity issues.

"Through the training program for in service teacher (LADAP) organized in schools we can introduce them by inviting them from the KPM integrity unit, teachers need to update their knowledge and skills and also need to be constantly reminded" (Respondent B)

Emphasis on Transparency and Accountability

Emphasis on transparency and accountability needs to be strengthened in all aspects of school administration and management. Schools need to conduct transparent and fair processes in financial management, student evaluation, and overall school administration.

"The value of transparency is very important. We need to learn from countries like Japan. Anything made is transparent. How can we be transparent? First, the communication system with students and parents must be clear and transparent. We need to tell how to assess" (Respondent B)

Discussion

Looking at the issues that arise, some implications will arise either for teachers, students or management. One of the implications is that the quality of students will be affected. This is because the assessment is not carried out transparently. Teachers who do not have enough knowledge in assessment will create a lack of integrity in the implementation of assessment. Let us take an example, a student who should have been given a high Mastery Level (TP) was given a low TP. These quality students are certainly not able to highlight their true potential and do not know their true achievements and potential. Professional judgment and moderation implemented based on CBA guidelines can have a profound impact on student scoring (Allal, 2013). This is in line with the suggestion from Respondent B, as she said "As an educator, I believe that the responsibility of conducting Classroom Based Assessment (CBA) is a trust that needs to be shouldered with full dedication and integrity. CBA is not just to assess students' academic performance continuously, but also to understand their strengths and weaknesses in various aspects of learning." (Respondent B)

Therefore, teachers need to increase the level of understanding of the implementation of professional judgment and moderation in determining the TP score of listening and speaking skills so that the evaluation can be carried out transparently and fairly. Indirectly, parents' trust in the education system will fade.

Norwani, Yaacob, and Mohamad (2011) emphasized that transparency in academic evaluation is the key to the integrity of quality education in Malaysia. Transparency requires teachers to implement the assessment process honestly and openly, provide clear assessment criteria, and provide constructive feedback to students. The study found that when the evaluation process is done transparently, students are more likely to trust the evaluation system and feel valued, which in turn increases their motivation and academic performance (Norwani, Yaacob, &

Mohamad, 2011). Therefore, the practice of transparency in assessment not only strengthens the integrity of education but also plays an important role in the formation of a fair and effective learning culture. The researcher found that from the present research, the respondent has same opinion on the objective of CBA, as the respondent C said, “We cannot just give mark, we must explain the idea of improvement should be done by students to increase their mark. We must explain very well and specific, of course using persuasive communication to motivate them as well” (Respondent C)

According to a study by Smith (2018), a teacher's moral responsibility includes the duty to ensure that all students have equal opportunities in education and assessment, as well as maintain confidentiality and fairness in each assessment process. The study also emphasizes that educators who practice responsibility with integrity will strengthen students' trust in the education system and build an ethical and trustworthy learning environment (Smith, 2018). A study by Yunus, Rahman, and Ahmad (2015) emphasized that honesty in academic assessment is a critical component in maintaining the integrity of the education system in Malaysia. According to this study, honesty in assessment means that the teacher performs the task honestly without any deviation, ensuring that the results given are based on the actual performance of the students. The study also found that the consistent practice of honesty by educators can increase students' trust in the education system and encourage them to work harder (Yunus, Rahman, & Ahmad, 2015).

Therefore, the value of responsibility in educational integrity is the basis for the formation of an educational culture with integrity and ethics. According to Ismail and Hashim (2019), who emphasized that fairness in education assessment is a critical aspect in maintaining the integrity of the education system in Malaysia. Fairness means that each student is evaluated based on their actual ability and effort, without being influenced by factors such as race, gender, or economic status. This study shows that when the education system operates with the principle of justice, students are more likely to feel valued and motivated to achieve their true potential (Ismail & Hashim, 2019).

According to a study by Jamaludin, Che Lah, and Ahmad (2019), humility not only involves being humble and appreciating the opinions of others, but also the willingness to learn and improve oneself continuously. This study emphasizes that educators who practice the value of humility tend to be more open to criticism and suggestions from students and colleagues. They are not too attached to their ego or position and are willing to admit mistakes and take action to correct them. This study also found that educators who are humble can create a more inclusive learning environment and encourage collaboration between students and teachers. (Jamaludin et al., 2019).

According to a study by Brown and Smith (2018), humility among educators helps create an inclusive learning environment and promotes good relationships between teachers and students. In this context, humility includes a willingness to listen to students' opinions, accept criticism openly, and admit one's own mistakes and shortcomings. This study confirms that educators who are humble tend to be more effective in influencing and motivating students, because they are able to appreciate the needs and potential of each student without highlighting their ego or position. The value of humility is an important foundation in forming a learning culture that has integrity and helps achieve balanced and holistic educational goals (Brown & Smith, 2018). A study published in the journal "Journal of Educational Ethics" by Lim and Tan

(2019) highlights the importance of moral courage in the context of educational integrity. This study asserts that moral courage among educators is the basis for the formation of a moral and ethical school culture. Moral courage includes the willingness to take just and ethical action, even though it may involve personal challenges or risks. Through moral courage, educators can be powerful agents of change in fostering an attitude of integrity and responsibility among students. By acting firmly and courageously, they build a learning environment that respects moral values and fosters the spirit of honesty and justice among students. Furthermore, Ruzlan and Arsaythamby's (2017) investigation discovered that teachers were dishonest in their evaluation procedures to the point where the results were portrayed as false and that they behaved unfairly when assigning TP to pupils. This is corroborated by Mahaya et al. (2019), who claimed that parents of students will become suspicious and doubtful of both accurate and authentic CBA reporting. Parents find it challenging to accept their children's CBA results as a result. This leads the instructor to marginalise facets of the student's life inadvertently. As a result, before assessing students, teachers must broaden their knowledge and comprehension of assessment (Liu & Li, 2020). This is in line with finding of current research. According to Respondent A, "Parents come to school to question why their child's TP score is low. They do not understand that TP can still be improved throughout the school session of the year. They are not wrong, there is a reason for the concern, which is why the MoE needs to take action to spread awareness in the media, about what CBA is." (Respondent A).

The findings of this study contribute significantly to future research on improving the implementation of Classroom-Based Assessment (CBA) by highlighting the importance of transparency, fairness, and integrity in the assessment process. Future studies could explore the development of structured training programs for educators, focusing on professional judgment, moderation, and the ethical dimensions of assessment. Additionally, there is a need for research on effective strategies to educate parents about the objectives and processes of CBA, ensuring their trust in the system. This study also suggests that incorporating values such as humility, moral courage, and responsibility into teacher training curricula can strengthen the integrity of the education system. Moreover, future research could investigate innovative approaches, including the use of digital tools and AI, to enhance the transparency and accuracy of CBA implementation. These efforts can ultimately ensure that students are evaluated fairly, reflecting their true abilities, while fostering a culture of trust and inclusivity within the education system.

Conclusion

The present research aims to discover to explore the challenges and solutions related to maintaining integrity in CBA in the context of schools in Hulu Selangor, a rural district in Malaysia. This research concludes that the integrity in Classroom Based Assessment is important, as it will affect the whole system of education and teachers play vital roles in ensuring professional Classroom Based Assessment established in schools.

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