



Classroom Assessment Practices for Formative and Authentic Assessment at SJK (C) Yuk Cheng

Kazrena Nalia Mat Daud¹, Aini Khalida Muslim^{2*}, Muhamad Izaidi Ishak³, Athirah Mohd Tan¹,
Naveed Ahmad⁴, Vimala Govinda Raj⁵

¹ Faculty of Built Environment and Surveying, Universiti Teknologi Malaysia, Skudai, Johor, Malaysia

² Fakulti Pengurusan Teknologi dan Teknousahawanan, Universiti Teknikal Malaysia Melaka, Malaysia

³ Faculty of Business and Communication, Universiti Malaysia Perlis, Malaysia

⁴ Faculty of Business Education, Social Science and Humanities, Department of Management Science, Isra University, Hyderabad, Pakistan

⁵ GV Universal Resources, Malaysia

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ABSTRACT

This study aims to examine the implementation of Classroom-Based Assessment (CBA), focusing on formative and authentic assessment practices at SJK (C) Yuk Cheng, Tanah Merah, Kelantan. Classroom-Based Assessment (CBA), introduced by the Ministry of Education Malaysia (MOE) in 2017, is designed to assess students holistically by evaluating the cognitive (intellectual), affective (emotional and spiritual), and psychomotor (physical) domains in alignment with the objectives of the Standard-Based Primary School Curriculum (KSSR) and the National Education Philosophy (NEP). A total of 24 teachers from various academic disciplines participated in this study, selected through a simple random sampling technique. Data were collected using a structured questionnaire developed by the research team and analyzed using descriptive statistical methods through Google Forms. The findings indicate that the choice of assessment instruments plays a significant role in influencing students' interest in learning. Selecting appropriate assessment instruments not only enhances students' engagement and motivation but also contributes to more effective teaching and learning processes in the classroom. These findings highlight the importance of implementing formative and authentic assessment practices that support meaningful learning and foster students' holistic development.

Keywords— Perception, Workshop Effectiveness, Classroom-Based Assessment (CBA)

INTRODUCTION

Classroom-Based Assessment (CBA) represents a significant transformation in Malaysia's educational assessment landscape. The primary approaches underpinning CBA are assessment for learning and assessment as learning. The Ministry of Education Malaysia (MOE) introduced CBA in line with reforms to the National Education Assessment System (SPPK), implementing it in secondary schools in 2017 and primary schools in 2018 (MOE, 2018).

Within the implementation of CBA, formative assessment emphasizes continuous assessment for learning and assessment as learning to enhance students' learning experiences, develop their full potential, and promote holistic and authentic learning (MOE, 2018). Effective formative assessment enables teachers to monitor students' learning progress, identify their strengths and areas for improvement, and provide constructive feedback that supports continuous learning. It also encourages students to demonstrate their understanding, communicate their ideas, and actively participate in the learning process. Furthermore, formative assessment provides students with valuable information regarding their current level of achievement, the actions required



to improve their performance, and their progress towards the intended learning outcomes.

In contrast, authentic assessment is a process that incorporates multiple forms of performance-based assessment to reflect students' learning, achievement, motivation, and attitudes through meaningful and relevant activities. According to Grace (1992), authentic assessment involves children realistically evaluating their own learning progress through continuous assessment practices. The terms realistic and meaningful are frequently associated with authentic assessment, as highlighted in Educational Assessment of Students. Authentic assessment provides students with opportunities to apply their knowledge and skills in real-life contexts rather than merely demonstrating academic knowledge through conventional examinations. Various methods can be employed in authentic assessment, including portfolios, classroom observations, anecdotal records, performance tasks, projects, presentations, and other evidence of learning that reflect students' holistic development.

This study aims to examine the implementation of Classroom-Based Assessment (CBA) practices among teachers at SJK (C) Yuk Cheng and to determine whether formative assessment or authentic assessment is perceived to be more effective in supporting students' learning. Formative assessment involves teachers conducting formal or informal assessments during the teaching and learning process (PdP/PdPC), either individually, in groups, or with the whole class through methods such as classroom observations, questioning sessions, quizzes, and ongoing feedback. Meanwhile, authentic assessment emphasizes the use of diverse assessment techniques, including portfolios, classroom observations, anecdotal records, performance-based tasks, and other evidence of learning. It can therefore be concluded that authentic assessment is a subset of alternative assessment practices that employ a broader range of assessment strategies to evaluate students' overall development comprehensively, rather than relying solely on traditional testing.

Unlike many previous studies that focused primarily on assessment implementation, this study specifically examines both formative and authentic assessment practices within Classroom-Based Assessment and their contribution to students' holistic development in alignment with the National Education Philosophy.

Problem Statement

To achieve the objectives of the Standard-Based Primary School Curriculum (KSSR), teachers play a pivotal role in ensuring the successful implementation of the curriculum (Ministry of Education Malaysia [MOE], 2010). One of the key components emphasized under KSSR is the implementation of effective Classroom-Based Assessment (CBA) at the school level. During the teaching and learning process, assessment should be aligned with students' levels of achievement and understanding to provide meaningful information about their learning outcomes and progress.

Since 2018, Classroom-Based Assessment (CBA) has been fully implemented within the KSSR framework for Level 1 primary school pupils. In this context, teachers are central to the successful implementation of CBA, as they are responsible for designing, administering, and interpreting assessment activities that facilitate effective teaching and learning (MOE, 2018). However, despite its implementation, challenges remain. One of the key issues highlighted in this study is that teachers continue to experience uncertainty regarding the selection and implementation of appropriate CBA activities and assessment methods at SJK (C) Yuk Cheng. This uncertainty may affect the consistency and effectiveness of classroom assessment practices, ultimately influencing the quality of teaching and students' learning experiences.

Research Objectives

This study aims to examine the implementation of Classroom-Based Assessment (CBA), with a particular focus on formative and authentic assessment practices at SJK (C) Yuk Cheng. The specific objectives of this study are as follows:

1. To examine the types of Classroom-Based Assessment (CBA) practices implemented at SJK (C) Yuk Cheng.
2. To identify the assessment instruments used by teachers at SJK (C) Yuk Cheng.
3. To investigate the implementation of formative assessment at SJK (C) Yuk Cheng.



4. To investigate the implementation of authentic assessment at SJK (C) Yuk Cheng.

1.1 Research Questions

Based on the research objectives, the following research questions were formulated:

1. What types of Classroom-Based Assessment (CBA) practices are implemented at SJK (C) Yuk Cheng?
2. What assessment instruments are used by teachers at SJK (C) Yuk Cheng?
3. How is formative assessment implemented at SJK (C) Yuk Cheng?
4. How is authentic assessment implemented at SJK (C) Yuk Cheng?

1.2 Scope of Study

The scope and limitations of this study are outlined as follows:

- i. This study focuses exclusively on two types of Classroom-Based Assessment (CBA), namely formative assessment and authentic assessment. Summative assessment is beyond the scope of this study and is therefore not included.
- ii. The study is conducted at SJK (C) Yuk Cheng, located in Tanah Merah, Kelantan. This school was selected because official approval to conduct the research was obtained from the school administration, with the support and cooperation of its teaching staff.
- iii. Data for this study are collected solely through a structured questionnaire developed by the researchers. The questionnaire is administered using Google Forms and distributed to the teachers of SJK (C) Yuk Cheng via WhatsApp. Consequently, the findings are limited to the responses obtained through this survey instrument.

Significance of Study

This study is expected to contribute to several key stakeholders, including the Ministry of Education Malaysia (MOE), schools, teachers, students, and parents, by supporting continuous improvements in students' learning and the implementation of Classroom-Based Assessment (CBA). The significance of this study is outlined as follows:

- i. Teachers: The findings will provide teachers with a better understanding of effective classroom assessment practices, enabling them to enhance their assessment strategies and instructional delivery following the abolition of high-stakes public examinations such as the Ujian Pencapaian Sekolah Rendah (UPSR) and the Penilaian Menengah Rendah (PMR).
- ii. Parents: This study will help parents gain a clearer understanding of the objectives and implementation of Classroom-Based Assessment (CBA) following the discontinuation of UPSR and PMR. Increased awareness of CBA may encourage greater parental support for students' learning and development.
- iii. Students: By examining the implementation of CBA, the study aims to promote more effective assessment practices that monitor students' learning progress holistically, thereby contributing to improved academic achievement and overall development.
- iv. Schools and Teachers: The findings will provide practical insights and evidence-based recommendations that can assist schools and teachers in refining the implementation of Classroom-Based Assessment. These insights may support the adoption of more effective formative and authentic assessment practices, ultimately enhancing the quality of teaching, learning, and student assessment.



LITERATURE REVIEW

Concept of Classroom-Based Assessment

Definition of Classroom-Based Assessment

Classroom-Based Assessment (CBA), known in Malaysia as Pentaksiran Bilik Darjah (PBD), was introduced by the Ministry of Education Malaysia (MOE) as part of the transformation of the national education assessment system. According to Nurul Huda and Anuar (2022), CBA is a rebranding of the former School-Based Assessment (SBA) (Pentaksiran Sekolah), which was introduced by the Ministry of Education in 2016. CBA was first implemented in secondary schools in 2017, followed by primary schools in 2018, following the abolition of mid-year and end-of-year examinations in all MOE primary schools.

Classroom-Based Assessment is defined as a continuous assessment process conducted throughout the teaching and learning process to gather information on students' development, progress, abilities, and academic achievement. Rather than comparing students' levels of mastery with one another, CBA focuses on monitoring each student's individual learning progress while enabling teachers to continuously improve their instructional practices (Ministry of Education Malaysia, 2019). Consequently, CBA is implemented continuously across all subjects as an integral component of classroom teaching and learning.

According to Kalai Selvan (2020), Classroom-Based Assessment was introduced to evaluate students' learning and development holistically by considering multiple dimensions of learning rather than relying solely on examination performance. Through the implementation of CBA, teachers are better able to design instructional activities based on students' prior knowledge and learning needs, thereby facilitating more accurate assessment and interpretation of students' learning progress (Kausalya & Faridah, 2022).

CBA employs a variety of assessment methods to capture students' learning comprehensively. These include classroom observations, written assessments, oral assessments, project-based tasks, quizzes, presentations, and other learning activities. The assessment process is guided by the Performance Standards outlined in the national curriculum and supported by teachers' professional judgement to ensure valid and meaningful evaluation of students' learning outcomes (Ministry of Education Malaysia, 2019).

Types of Classroom-Based Assessment

In the implementation of Classroom-Based Assessment (CBA), two major forms of assessment are emphasized in this study: formative assessment and authentic assessment. Both approaches support continuous assessment and facilitate students' holistic development throughout the teaching and learning process.

Formative Assessment

According to the Curriculum Development Division (CDD) (2018), assessment for learning is referred to as formative assessment. Formative assessment is an integral part of the teaching and learning process, as it provides continuous feedback that supports students' learning and enables teachers to improve their instructional practices. It may be conducted through various methods, including weekly assignments, daily exercises, classroom questioning, quizzes, and other informal assessment activities during lessons.

In addition, assessment as learning is also regarded as a component of formative assessment, whereby students actively reflect on and evaluate their own learning progress. This approach encourages learners to become more responsible for their learning by identifying their strengths and areas for improvement. Ahmad Zaidi (2019) further noted that formative assessment incorporates self-assessment and peer assessment, allowing students to receive constructive feedback that enhances their understanding of the learning process and promotes continuous improvement.

Authentic Assessment

Authentic assessment refers to an assessment process that incorporates multiple forms of performance-based

evaluation to measure students' learning, achievement, motivation, and attitudes through meaningful and relevant learning activities. It is commonly recognised as an alternative assessment approach (Nor Azizah et al., 2020). According to Pert (1990), authentic assessment evaluates students based on their actual performance demonstrated during everyday classroom activities. Unlike traditional assessments that primarily focus on written examinations, authentic assessment evaluates a broad range of competencies, including students' knowledge, conceptual understanding, problem-solving abilities, social skills, attitudes, and their capacity to apply learning in simulated or real-world situations.

This perspective is consistent with the findings of Nor Azizah et al. (2020), who defined authentic assessment as the evaluation of students' knowledge and competencies within contexts that closely resemble real-life situations. Similarly, Rudner and Boston (1994) described authentic assessment as a process that requires students to demonstrate their knowledge, skills, and strategies by producing meaningful responses or performance outcomes in realistic contexts. Previous research by Nor Azizah et al. (2020) also revealed that primary school teachers frequently employ a variety of authentic assessment methods, including presentations, product-based assessments, hands-on activities, scrapbook projects, and portfolios. These assessment methods enable teachers to evaluate students' competencies comprehensively while fostering active learning, creativity, collaboration, and the practical application of knowledge.

Classroom-Based Assessment Approaches

The implementation of Classroom-Based Assessment (CBA) is guided by Maki's Assessment Cycle (2002), which emphasizes a systematic approach to assessment through five key stages: planning, preparing assessment materials, implementing assessment activities, evaluating students' performance, and recording students' achievement. Within this framework, teachers play a central role in ensuring that assessment is integrated into the teaching and learning process to support students' continuous development. The management of assessment evidence considers the role of assessment within classroom instruction and the use of supporting materials that facilitate the achievement of curriculum objectives. Effective CBA requires a shared understanding between teachers and students regarding the intended learning objectives, with teaching, learning, and assessment activities occurring simultaneously within the classroom. This integrated approach enables assessment to become an essential component of the learning process rather than a separate activity conducted only at the end of instruction. The continuous implementation of formative assessment provides teachers with timely and meaningful feedback regarding students' learning progress. Such feedback enables teachers to modify instructional strategies, address learning gaps, and improve the overall effectiveness of teaching and learning. At the same time, students receive guidance on their strengths and areas requiring improvement, encouraging greater engagement and self-regulated learning. A wide range of assessment instruments may be employed within formative assessment, including written assessments, questioning techniques, classroom discussions, homework, self-assessment, peer assessment, and other classroom-based activities (Primus & Mosin, 2021; Yin et al., 2013). The use of diverse assessment methods allows teachers to obtain comprehensive evidence of students' knowledge, skills, and understanding while supporting the holistic objectives of Classroom-Based Assessment.

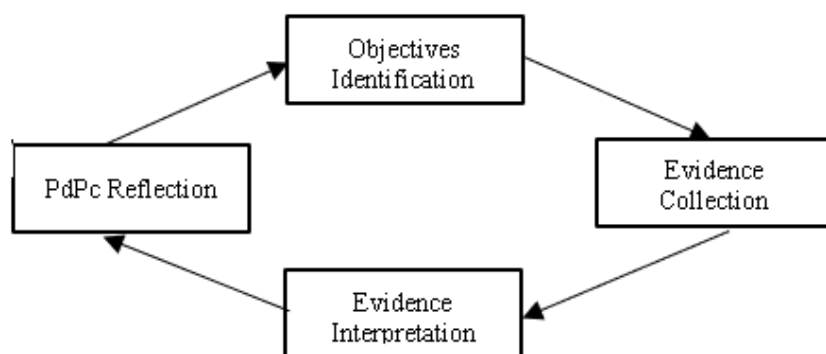


Fig. 2.1: Assessment Evidence Management Framework (AEMF).

Source: Adapted from Maki's Assessment Cycle (2002); Stiggins (2002); Lewin (1946); Black and Wiliam



(1998); McMillan (2007); and Guskey (2007).

Based on the study by Primus and Mosin (2021), four common steps are employed in school-based assessment: (i) determining the expected learning outcomes or achievement targets for students, (ii) collecting evidence of what students know and are able to do at their current level of performance, (iii) identifying the gap between students' actual performance and the expected learning outcomes, and (iv) implementing appropriate interventions to address the identified learning gaps.

Once assessment evidence has been collected through the teaching and learning process, it is interpreted by the teacher using professional judgement. Teachers identify, compile, and interpret the most relevant assessment evidence to evaluate students' levels of achievement and determine their overall performance. The interpretation of assessment evidence enables teachers to make informed decisions regarding students' progress and mastery of the intended learning outcomes.

Following the assessment process, the results are systematically recorded by teachers as part of the school-based assessment system and communicated to students to support their continuous learning and improvement. Based on the assessment evidence gathered, teachers assign students a Mastery Level (Tahap Penguasaan, TP) ranging from TP1 to TP6, in accordance with the national Performance Standards. For Level 2 primary pupils, students' achievement is evaluated and reported based on these six mastery levels.

Accordingly, a variety of classroom assessment approaches have been adopted to measure, monitor, and support students' learning effectively. These approaches provide teachers with comprehensive evidence of students' knowledge, skills, and competencies while facilitating continuous feedback and instructional improvement (Primus & Mosin, 2021; Yin et al., 2013).

Significance of Classroom-Based Assessment

Students and parents should be adequately informed about the importance and objectives of the Classroom-Based Assessment (CBA) system to facilitate effective collaboration with teachers in implementing fair, transparent, and meaningful assessment practices (Kannan et al., 2021). Such awareness enables parents to better understand the purpose of CBA and to support their children's learning beyond a sole emphasis on examination results.

Unlike traditional assessment approaches that primarily focus on academic achievement, Classroom-Based Assessment emphasizes students' continuous learning progress and holistic development (Danielson, 2017). Accordingly, the implementation of CBA encourages teachers to monitor students' cognitive, affective, and psychomotor development throughout the learning process rather than concentrating exclusively on final performance outcomes.

Consequently, greater attention should be given to the formative purpose of CBA, and excessive emphasis on students' Mastery Levels (Tahap Penguasaan, TP) should be reduced to ensure that assessment genuinely supports learning and instructional improvement.

Overall, teachers should recognise that the primary objective of CBA is to support students' learning and prevent them from being left behind throughout the educational process. Although teachers generally understand the intended purpose of CBA, its implementation has yet to fully reflect the objectives envisioned by the Ministry of Education Malaysia (MOE) (Kalai Selvan, 2020). Therefore, strengthening teachers' understanding and assessment literacy remains essential to ensure effective implementation.

Furthermore, Classroom-Based Assessment plays a significant role in evaluating students' individual learning progress and enables teachers to design instructional activities that are aligned with students' abilities, learning needs, and developmental levels (Sahrahil & Zolkepli, 2023).

By providing continuous and meaningful feedback, CBA supports differentiated instruction, promotes student engagement, and contributes to improved teaching effectiveness and learning outcomes.

Concept of Teachers and Teacher Assessment Literacy

Definition of Teachers

According to Mohd Aizat and Kamarudin (2020), teachers serve as role models who play a vital role in ensuring students' holistic development, particularly during the early years of primary education. The increasingly dynamic and rapidly evolving nature of teachers' responsibilities requires educators to continuously enhance their professional competencies in order to effectively serve as agents of change within Malaysia's education system.

In line with the Malaysian Teacher Standards 2.0 (Standard Guru Malaysia 2.0, SGM 2.0), teachers are expected to demonstrate competence across four key domains: knowledge orientation, instructional competence, community engagement, and personal qualities. In addition, teachers are expected to uphold four fundamental professional ethics, namely responsibility towards students, responsibility towards parents or guardians, responsibility towards society and the nation, and responsibility towards the teaching profession (Ministry of Education Malaysia, 2019).

As key stakeholders in the education system, teachers play a central role in implementing educational policies, facilitating effective teaching and learning, and conducting valid and reliable classroom assessments. Their professional knowledge, pedagogical competence, ethical commitment, and assessment literacy are essential for ensuring the successful implementation of Classroom-Based Assessment (CBA) and for promoting students' academic achievement and holistic development.

Teacher Assessment Literacy

The concept of assessment literacy was first introduced by Stiggins (1991) to describe teachers who possess the knowledge and competencies required to understand what should be assessed, why assessment is conducted, which assessment methods are appropriate, and how to minimise potential issues that may arise during the assessment process.

According to Sahrahil and Zolkepli (2023), assessment literacy encompasses teachers' ability to make informed decisions throughout the assessment process, ensuring that assessment practices effectively support students' learning and development.

Similarly, Rohaya and Mohd Najib (2008) conceptualised teacher assessment literacy as teachers' professional competence and knowledge in educational assessment. This competence enables teachers to apply appropriate assessment principles, procedures, strategies, and methods to facilitate learning while making accurate, fair, and evidence-based decisions regarding students' achievement, curriculum implementation, and educational programmes as a whole.

Mahaya et al. (2019) further emphasised that teacher assessment literacy is fundamental to the successful implementation of Classroom-Based Assessment (CBA). It involves the continuous process of collecting, analysing, and interpreting assessment information, as well as reflecting on teaching and learning practices to make consistent professional judgements aimed at improving instructional quality. Teachers with high levels of assessment literacy are better equipped to use assessment data to identify students' learning needs, provide constructive feedback, and adapt instructional strategies that enhance learning outcomes.

Furthermore, Mahaya et al. (2019) highlighted that the shift from an examination-oriented education system to a development-oriented learning approach requires teachers to possess strong assessment literacy. Such a transformation demands competent teachers who are capable of assessing not only students' academic achievement but also their mastery of skills, continuous performance improvement, character development, values, and personal growth.

Consequently, teacher assessment literacy has become an essential professional competency for ensuring that Classroom-Based Assessment fulfils its intended purpose of promoting holistic student development.



Concept of School

Definition of School

A school is a formal educational institution that provides structured teaching and learning experiences to support students' intellectual, social, emotional, and moral development. According to Halimatus (2020), academic excellence refers to the efforts and activities undertaken to achieve the highest possible level of educational success. Academic achievement is often regarded as an important aspiration for students, particularly when pursuing further education at higher levels.

The term "school" is derived from the Latin words *schola*, *skhole*, or *skholai*, which originally referred to leisure time devoted to worthwhile intellectual activities such as reading, writing, and arithmetic (Norazlinda Saad & Surendran Sankaran, 2000). Over time, the concept evolved to represent an institution dedicated to formal education and the systematic development of knowledge and skills.

Schools are recognised as formal educational institutions because they play a fundamental role in shaping students' knowledge, thinking, behaviour, attitudes, and values. Through structured educational programmes, schools contribute to the development of well-rounded individuals by nurturing students' intellectual, emotional, spiritual, and social growth (Doreen Ting & Shahlan, 2021; Norazlinda Saad & Surendran Sankaran, 2000).

According to the Education Act, a school is defined as an institution where ten or more students are regularly taught in one or more classrooms for the purpose of teaching and learning. This definition is consistent with Mohd Yusuf Othman (1999), who described schools as formal institutions responsible for delivering education from the preschool level through upper secondary education. Each educational level is guided by a prescribed curriculum with clearly defined aims, learning outcomes, and educational objectives.

Similarly, the Kamus Dewan (Third Edition, 1994) defines a school as a place where teaching and learning take place. Beyond its role as a centre for academic instruction, a school serves as an important environment for cultivating students' character, values, life skills, and lifelong learning competencies, thereby contributing to the development of balanced and responsible citizens.

Types of Schools in Malaysia

Table 1 presents the different types of schools in Malaysia together with their respective functions and characteristics. Malaysia's education system comprises several categories of schools established to meet the diverse educational needs of its multicultural society. These include National Schools (Sekolah Kebangsaan, SK), National-Type Chinese Schools (Sekolah Jenis Kebangsaan Cina, SJK(C)), National-Type Tamil Schools (Sekolah Jenis Kebangsaan Tamil, SJK(T)), religious schools, fully residential schools, and other specialised educational institutions administered by the Ministry of Education Malaysia (MOE).

For this study, SJK (C) Yuk Cheng, located in Tanah Merah, Kelantan, was selected as the research site. The school was chosen because it provided approval for the study and offered an appropriate setting to investigate the implementation of Classroom-Based Assessment (CBA), particularly formative and authentic assessment practices among its teaching staff.

METHODOLOGY

Research Design

This mini-study employed two main methodological components: data collection and data analysis. Data were collected using a structured questionnaire administered electronically through Google Forms. The questionnaire was distributed to teachers at SJK (C) Yuk Cheng to obtain primary data for subsequent interpretation and analysis in accordance with the research objectives. This study adopted a quantitative research approach using a descriptive survey design. A descriptive design is appropriate for describing and interpreting existing phenomena by systematically collecting information from a target population. All responses obtained through the online questionnaire were analysed using descriptive statistical techniques, primarily frequencies and

percentages, to summarise teachers' responses and identify patterns related to the implementation of Classroom-Based Assessment (CBA). Quantitative research emphasises the objective measurement of phenomena through systematic data collection and statistical analysis (Nana, 2005; Chua, 2006; Fraenkel & Wallen, 2007). In this study, quantitative data were obtained through the questionnaire administered via Google Forms. The collected data provided empirical evidence that enabled the researchers to analyse teachers' practices regarding formative and authentic assessment, identify commonly used assessment instruments, and address the research objectives.

Although 37 teachers constituted the target population, only 24 teachers completed the questionnaire, resulting in a response rate of 64.9%. This study was designed as a preliminary descriptive investigation focusing on a single school to obtain an initial understanding of Classroom-Based Assessment (CBA) implementation. Therefore, the findings should be interpreted within the context of SJK(C) Yuk Cheng and are not intended to represent all primary schools in Malaysia. Participants were selected from teachers who were actively involved in implementing Classroom-Based Assessment and voluntarily agreed to participate in the study.

Research Procedure

A quantitative survey approach was selected as the primary method for data collection because it enables the systematic collection of information from a relatively large number of respondents within a limited period. This approach was considered appropriate for examining teachers' Classroom-Based Assessment (CBA) practices at SJK (C) Yuk Cheng. The research procedure began with the identification of the research problem and a review of the relevant literature related to Classroom-Based Assessment, formative assessment, and authentic assessment. Subsequently, a structured questionnaire was developed based on the research objectives and distributed online to teachers through Google Forms. Teachers voluntarily completed the questionnaire by responding to items concerning the types of CBA implemented, assessment instruments used, and their experiences in implementing formative and authentic assessment practices. Upon completion of the data collection process, the responses were compiled and analysed using descriptive statistical analysis, including frequencies and percentages. The findings were then interpreted to answer the research questions and to provide insights into the implementation of Classroom-Based Assessment at SJK (C) Yuk Cheng.

Figure 3.1 illustrates the overall research procedure adopted in this study.

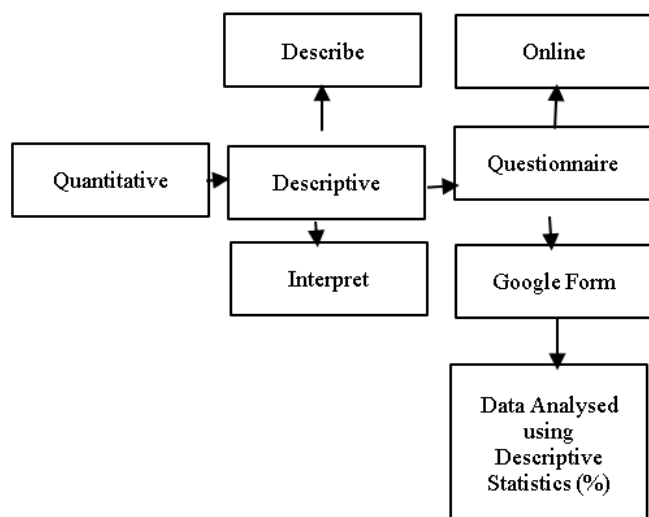


Figure 3.1: Research Procedure Flowchart

Source: Developed by the researchers.

Research Location

The research location was selected based on the availability of a population that aligned with the objectives of the study, specifically a school implementing Classroom-Based Assessment (CBA). The study was conducted at SJK (C) Yuk Cheng, located in Tanah Merah, Kelantan, Malaysia. The selection of this research site was also



influenced by practical considerations, including logistical accessibility, financial constraints, and time limitations encountered by the researchers. Choosing this location facilitated the efficient administration of the questionnaire and the collection of research data from the participating teachers. Furthermore, the selection of the study site is consistent with Chua (2006), who suggested that cluster sampling is appropriate when researchers select a naturally occurring group or institution that adequately represents the target population. Consequently, selecting SJK (C) Yuk Cheng as the research location enabled the researchers to obtain reliable and relevant data for investigating the implementation of formative and authentic assessment practices within the Classroom-Based Assessment (CBA) framework.

Population and Research Sampling

Sampling refers to the process of selecting a subset of individuals from a target population to participate as respondents in a research study. For this study, the target population comprised 37 teachers from SJK (C) Yuk Cheng, Tanah Merah, Kelantan. The respondents were invited to complete an online questionnaire administered through Google Forms. The survey was designed to examine teachers' implementation of Classroom-Based Assessment (CBA), particularly their use of formative and authentic assessment practices in the teaching and learning process. Of the 37 teachers invited to participate, 24 teachers completed the questionnaire within the allocated time frame, yielding a response rate of 64.9%. The responses collected formed the basis for the subsequent descriptive statistical analysis.

Research Instrument

This study adopted a quantitative research approach, with the questionnaire serving as the primary research instrument for data collection. The questionnaire was developed by the researchers based on the research objectives to obtain information regarding teachers' implementation of Classroom-Based Assessment (CBA).

The instrument consisted of nine items, incorporating both closed-ended and open-ended questions. The closed-ended questions enabled respondents to select one or more responses, while the open-ended questions allowed teachers to provide opinions and share their experiences regarding the implementation of formative and authentic assessment in their classrooms. The questionnaire was designed to collect information on teachers' assessment practices, the assessment instruments they commonly use, and their perceptions of the effectiveness of Classroom-Based Assessment.

As the study relied on self-administered questionnaires, responses reflected teachers' own perceptions and experiences regarding the implementation of Classroom-Based Assessment. Although anonymity was maintained to encourage honest responses, the possibility of self-report or social desirability bias cannot be completely eliminated.

Questionnaire

The questionnaire was administered to teachers to obtain data on their implementation of formative and authentic assessment during the teaching and learning process. According to Mohd Majid Konting (1990), questionnaires are widely recognised as an appropriate and effective instrument for data collection in educational research due to their ability to gather information from a relatively large number of respondents efficiently.

The questionnaire was developed to investigate teachers' classroom assessment practices and their perceptions of the effectiveness of different assessment approaches. Formative assessment is primarily intended to provide continuous feedback that enables teachers to modify instructional activities and improve students' learning experiences (Ahmad Zaidi Husin, 2019). It also assists teachers in identifying students' learning difficulties and addressing weaknesses in both instructional delivery and students' mastery of the intended learning outcomes.

In contrast, authentic assessment aims to ensure that students are able to understand, apply, and demonstrate the knowledge and skills required to complete meaningful learning tasks (Nurul Akmar, 2020). Authentic assessment emphasises performance-based activities that closely resemble real-life situations, thereby encouraging students to develop critical thinking, problem-solving, and practical application skills within



authentic learning contexts.

The questionnaire comprised nine items, which were organised into three sections (Appendix A):

- Section A: Respondents' demographic information.
- Section B: Types of Classroom-Based Assessment (CBA) implemented, focusing on formative and authentic assessment practices.
- Section C: Teachers' perceptions of the effectiveness of the assessment practices implemented.

FINDINGS AND DISCUSSIONS

Findings

Respondent Profiles

Table 2: Respondent Profiles

Respondent Profiles	Description	Percentages
Gender	Female	79.2%
	Male	20.8%
	31-40 years	25%
	41-50 years	54.2%
	51-60 years	20.8%
Academic Qualification	Masters	12.5%
	PhD	87.5%
Years of Teaching Service	12	8.3
	13	4.2
	15	8.3
	16	4.2
	17	4.2
	18	4.2
	19	4.2
	20	8.3
	221	12.5
	26	4.2



	30	4.2
	33	4.2
	Others	33.3

Source: Researchers

The respondents represented teachers from different teaching backgrounds and possessed substantial professional experience, providing diverse perspectives on the implementation of Classroom-Based Assessment across different subject areas.

Table 4.1 presents the demographic characteristics of the respondents who participated in this study. A total of 24 teachers from SJK (C) Yuk Cheng completed the questionnaire. Of these, 19 respondents (79.2%) were female, while 5 respondents (20.8%) were male, indicating that the teaching workforce in the school is predominantly female.

With regard to age distribution, the respondents ranged from 30 to 60 years old. The majority of teachers (54.2%) were between 41 and 50 years of age, followed by those aged 31–40 years (25.0%), while 20.8% were aged 51–60 years. This age distribution suggests that most respondents are experienced educators who are likely to possess substantial professional knowledge and classroom teaching experience.

In terms of academic qualifications, 87.5% of the respondents held a Bachelor's degree, while 12.5% possessed a Master's degree. Academic qualifications are an essential component of professional teaching standards, as they provide teachers with the subject knowledge, pedagogical competencies, and professional skills required to deliver effective instruction. Teachers with higher educational qualifications are generally better equipped to design meaningful learning experiences, implement appropriate assessment strategies, and contribute to maintaining the overall quality of education.

Regarding teaching experience, 83.3% of the respondents had more than 15 years of teaching experience, indicating that the majority of participants were highly experienced educators. Extensive teaching experience enables teachers to develop a deeper understanding of students' learning needs, classroom management, and effective instructional strategies. Experienced teachers are also more capable of adapting their teaching practices to accommodate diverse learning styles and responding to the evolving educational landscape.

Furthermore, experienced teachers are more likely to integrate innovative teaching approaches and emerging educational technologies into classroom practice. Such experience enables them to create more engaging and conducive learning environments while supporting the implementation of Classroom-Based Assessment (CBA) through appropriate formative and authentic assessment practices. Consequently, the demographic profile of the respondents suggests that the findings of this study are based on the perspectives of qualified and experienced teachers who possess substantial professional expertise in classroom assessment.

Discussion

Research Question 1: Types of Classroom-Based Assessment (CBA) Practices at SJK © Yuk Cheng

To address the first research objective, the study examined the types of Classroom-Based Assessment (CBA) practices implemented by teachers at SJK (C) Yuk Cheng. Specifically, two major aspects of CBA were investigated:

1. The types of formative assessment practices employed by teachers at SJK (C) Yuk Cheng.
2. The types of authentic assessment practices employed by teachers at SJK (C) Yuk Cheng.

The findings indicate that 95.8% of the teachers at SJK (C) Yuk Cheng implement both formative and authentic assessment as part of Classroom-Based Assessment (CBA), while only 4.2% primarily use formative



assessment. Respondents agreed that both assessment approaches complement each other by providing different methods of evaluating students' learning while sharing the common goal of improving students' mastery of learning outcomes. Teachers also emphasised the importance of using creative and engaging assessment activities to obtain meaningful feedback and enhance classroom learning.

Several challenges in implementing CBA were identified. These include students' irregular attendance, differences in learning abilities and literacy levels, low learning motivation, limited proficiency in the Malay language, and students' difficulty in understanding assessment questions. In addition, some students fail to prepare the materials required for project-based activities, limiting the implementation of authentic assessment. Teachers also highlighted the need to invest considerable time in planning and selecting appropriate assessment instruments that align with students' learning needs. Overall, interactive assessment methods, such as questioning, storytelling, and classroom discussions, were found to encourage greater student participation and support more effective implementation of Classroom-Based Assessment.

The findings revealed that 95.8% of teachers at SJK (C) Yuk Cheng implement both formative and authentic assessment as part of Classroom-Based Assessment (CBA). Teachers perceived that the combination of these assessment approaches provides a more comprehensive evaluation of students' learning and development. Formative assessment offers continuous feedback that helps identify learning gaps and improve students' understanding during the teaching and learning process (Mutalib & Kanreng, 2017). In contrast, authentic assessment enables teachers to evaluate students' knowledge, skills, creativity, and problem-solving abilities through meaningful real-life tasks. The integration of both assessment approaches enhances students' confidence, engagement, and responsibility while enabling teachers to monitor students' holistic development more effectively. Overall, combining formative and authentic assessment represents the most effective approach to supporting students' learning and improving classroom assessment practices.

Research Question 2: Assessment Instruments Used at SJK (C) Yuk Cheng

To address the second research objective, the study examined the assessment instruments used by teachers at SJK (C) Yuk Cheng for implementing formative and authentic assessment practices. Data were collected through a questionnaire administered to the respondents to explore their assessment practices during classroom teaching and learning:

The findings indicate that teachers employ a variety of assessment instruments. Formative assessment is primarily conducted through formal and informal assessments, including written tests, quizzes, classroom observation, and questioning techniques. In contrast, authentic assessment commonly involves presentations, scrapbooks, experiments or demonstrations, interviews or question-and-answer sessions, storytelling, and teacher observations. The selection of assessment instruments depends on the learning objectives and the nature of the subject being taught, enabling teachers to assess students' learning more effectively.

The findings suggest that teachers use a combination of assessment instruments to support students' learning and monitor their progress. For formative assessment, classroom observation, questioning, written tests, and quizzes provide continuous feedback, enabling teachers to identify students' strengths and learning gaps while adjusting instructional strategies accordingly. Consistent with Mutalib (2016), the use of diverse formative assessment techniques enhances students' learning and facilitates timely intervention. For authentic assessment, experiments and demonstrations were identified as the most frequently used instruments (70.8%). These activities encourage active participation, improve students' confidence, and allow them to demonstrate their knowledge and practical skills in meaningful contexts. Authentic assessment also promotes critical thinking, communication, and problem-solving skills through real-world learning experiences.

Overall, the findings indicate that integrating a variety of formative and authentic assessment instruments enables teachers to evaluate students more comprehensively while enhancing engagement and supporting effective classroom learning. This finding is consistent with Yuh (2020), who argued that assessment functions not only as a tool for measuring learning outcomes but also as an integral component of the learning process itself.

**Research Question 3: Implementation of Formative Assessment at SJK © Yuk Cheng**

To address the third research objective, this study examined the implementation of formative assessment at SJK (C) Yuk Cheng. The findings indicate that teachers employ both informal and formal assessment methods during Classroom-Based Assessment (CBA). Informal assessment includes quizzes, classroom questioning, topic-based assessments, and continuous classroom observation, whereas formal assessment primarily consists of written tests. Among the respondents, 87.5% reported using informal assessment methods, while 12.5% relied mainly on formal written assessments.

The findings from the open-ended questionnaire responses are summarised in Table 2.

Table 3: Respondents' Views on The Implementation of Formative Assessment

Respondents' Views	Frequency
Students actively participate in the learning process	Most frequent
Helps teachers identify students' level of understanding	Frequent
Enables teachers to adjust instruction in real time	Less frequent

Source: Researchers

The findings suggest that formative assessment promotes active student participation, which was the most frequently reported benefit by the respondents. Teachers indicated that questioning, classroom discussions, and observation encourage students to express their understanding while allowing teachers to provide immediate feedback. This finding is consistent with Zamri (2012), who argued that effective questioning enhances students' thinking skills, engagement, and learning outcomes. Respondents also agreed that formative assessment helps teachers monitor students' understanding through classroom observation, quizzes, and reflective activities. These assessment practices enable teachers to identify learning difficulties and provide timely instructional support. Furthermore, although reported less frequently, respondents acknowledged that formative assessment allows teachers to adapt teaching strategies in real time according to students' learning needs and classroom performance. Overall, the findings demonstrate that formative assessment serves as an effective instructional strategy for monitoring students' progress, encouraging active learning, and supporting responsive teaching practices. These findings support Idris (2016), who emphasised that formative assessment enables teachers to identify students' learning needs and continuously improve the teaching and learning process.

Research Question 4: Implementation of Authentic Assessment at SJK (C) Yuk Cheng

To address the fourth research objective, this study examined the implementation of authentic assessment at SJK (C) Yuk Cheng. The findings indicate that teachers employ various authentic assessment activities, including project-based tasks (hands-on activities), scrapbooks, language games, peer assessment, group work, quizzes, question-and-answer sessions, experiments, storytelling, coursework, presentations, and classroom observation. Among these, experiments or demonstrations were the most frequently used assessment instrument (70.8%), followed by presentations (66.7%), reflecting teachers' emphasis on developing students' practical skills, communication abilities, and active participation in learning.

The findings from the open-ended questionnaire responses are summarised in Table 4.

Table 3: Respondents' Views on The Implementation of Formative Assessment

Respondents' Views	Frequency
Students participate creatively in the learning process	Most frequent



Helps teachers assess students' practical skills	Frequent
Provides relevant and meaningful learning experiences	Less frequent

Source: Researchers

The findings indicate that authentic assessment encourages creative student engagement, which was identified as the most frequently reported outcome. Teachers explained that activities such as presentations, storytelling, experiments, and project-based learning enable students to apply their knowledge and skills in authentic contexts while enhancing creativity, communication, and self-confidence.

Respondents also agreed that authentic assessment effectively assesses students' practical skills, particularly through experiments and group projects. These activities allow teachers to evaluate students' ability to apply theoretical knowledge, solve problems, and collaborate with peers. This finding is consistent with Nor Azizah et al. (2020), who reported that authentic assessment enhances students' creativity and their ability to justify project outcomes.

Although reported less frequently, respondents recognised that authentic assessment provides relevant and meaningful learning experiences, such as simulations that reflect real-life situations. These activities help students better understand complex concepts while enabling teachers to evaluate students' mastery of practical knowledge and skills. Consistent with Che Aleha (2015), authentic assessment provides a more holistic and contextual evaluation of students' competencies. Overall, the findings suggest that authentic assessment supports meaningful learning and enables teachers to assess students' knowledge, skills, and attitudes more comprehensively. However, its successful implementation requires careful planning, appropriate instructional design, and effective integration into classroom teaching and learning.

Study Limitations

This study has several limitations. First, the study involved only 24 teachers from a single Chinese National-Type Primary School, which limits the generalisability of the findings to other educational settings. Second, although simple random sampling was employed, the study focused on one school due to time and accessibility constraints. Third, the study relied solely on self-reported questionnaire responses, which may be influenced by respondents' personal perceptions and social desirability bias. Finally, the study adopted a quantitative descriptive design, limiting opportunities to obtain deeper explanations regarding teachers' actual classroom assessment practices.

CONCLUSION

The findings indicate that the combined use of formative and authentic assessment enhances students' engagement and responsiveness during classroom learning. A balanced assessment system that emphasises continuous individual development contributes to improving the overall quality of education. Formative assessment provides continuous feedback through weekly assignments, classroom exercises, and questioning techniques, while authentic assessment evaluates students' knowledge, skills, motivation, and attitudes through meaningful real-life learning activities.

The majority of teachers at SJK (C) Yuk Cheng agreed that both assessment approaches are essential because students demonstrate diverse learning needs and abilities. Informal formative assessment, particularly classroom observation and questioning, was perceived as more effective in promoting student participation. However, students' overall mastery remained at a moderate level due to several contextual challenges, including language barriers, as many students are native Mandarin speakers while instruction is delivered in Bahasa Malaysia. This communication gap affects students' understanding and classroom participation.

Furthermore, inconsistent student attendance limited the continuity of teaching and assessment implementation. To address these challenges, teachers increasingly incorporated authentic assessment activities such as project-based learning, hands-on tasks, experiments, presentations, group work, storytelling, peer assessment, and

coursework. These activities enhanced students' active participation, practical skills, and holistic development, demonstrating the value of integrating formative and authentic assessment to support effective Classroom-Based Assessment (CBA).

Future studies should expand the sample by involving teachers from multiple schools across different states and educational contexts to enhance the generalisability of the findings. A mixed-methods approach incorporating questionnaires, semi-structured interviews, classroom observations, and document analysis is recommended to obtain richer evidence regarding Classroom-Based Assessment implementation. Future research should also include students' and parents' perspectives to better understand how formative and authentic assessment influence motivation, engagement, and holistic development. In addition, further studies may investigate specific formative and authentic assessment strategies, such as portfolio assessment, project-based learning, peer assessment, storytelling, and digital assessment, to identify the most effective approaches for improving student learning outcomes.

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APPENDIX

Table I: Types of Schools in Malaysia and Their Functions

Types of Schools	Function
National Schools (Sekolah Kebangsaan, SK) & National Secondary Schools (Sekolah Menengah Kebangsaan, SMK)	Use Bahasa Malaysia as the primary medium of instruction and provide mainstream primary and secondary education under the Ministry of Education Malaysia (MOE).
National-Type Schools (Sekolah Jenis Kebangsaan, SJK(C)/SJK(T))	Use Mandarin or Tamil as the medium of instruction while implementing the national curriculum at the primary level.
Vision Schools (Sekolah Wawasan)	Promote racial integration by allowing different types of schools to share common facilities within the same campus while maintaining their respective identities.
Cluster Schools of Excellence (Sekolah Kluster Kecemerlangan)	Schools recognised for outstanding achievements in academics, school management, and student development, serving as models of educational excellence.
Premier Schools (Sekolah Premier)	Long-established schools (generally over 100 years old) recognised for excellence in academics and co-curricular activities and for producing distinguished leaders and professionals.
Islamic Religious Schools	Integrate academic education with Islamic studies to foster students' spiritual, moral, and character development.
Mission Schools	Schools established by Christian missionary organisations that provide formal education while preserving their historical and educational heritage.
Smart Schools (Sekolah Bestari)	Integrate Information and Communication Technology (ICT) into teaching and learning to enhance educational quality and



	accommodate diverse learning styles.
Vocational Colleges / Technical Secondary Schools	Provide technical and vocational education that prepares students with practical skills and competencies required by industry and the labour market.
Conforming Schools (Sekolah Menengah Jenis Kebangsaan, SMJK)	Government-aided secondary schools that operate under the national education system while preserving Chinese educational traditions.
High-Performance Schools (Sekolah Berprestasi Tinggi, SBT)	Schools recognised for exceptional academic achievement, strong leadership, innovation, and holistic student development.
MARA Junior Science Colleges (Maktab Rendah Sains MARA, MRSM)	Fully residential schools established by MARA to develop academically talented Bumiputera students, particularly in STEM education.
Fully Residential Schools (Sekolah Berasrama Penuh, SBP)	Residential secondary schools that provide academically gifted students with opportunities for leadership development and holistic education.
Integrated Fully Residential Schools (Sekolah Berasrama Penuh Integrasi, SBPI)	Offer integrated programmes combining science, technical, and religious education within a residential school environment.
Arts Schools (Sekolah Seni)	Develop students' talents in music, dance, visual arts, theatre, and other creative disciplines alongside the national curriculum.
Sports Schools (Sekolah Sukan)	Provide specialised academic and sports training programmes to develop talented student-athletes.
Trust Schools (Sekolah Amanah)	Operate through public-private partnerships aimed at improving school leadership, teaching quality, and overall school performance.
Special Education Schools (Sekolah Pendidikan Khas)	Provide specialised educational programmes for students with visual, hearing, learning, or other special educational needs through inclusive and adapted teaching approaches.
Transformation Schools (TS25 – Program Transformasi Sekolah 2025)	Focus on transforming school leadership, pedagogy, and learning environments to improve educational quality and student outcomes.