

DEVELOPMENT NEEDS FOR THE IMPLEMENTATION OF TEACHER ASSESSMENT IN CHILD CARE

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ABSTRACT

Purpose: Assessments made during learning session can influence teachers' assessment, view and make decisions about student development in Child Care. The purpose of this study is to find out necessity for guidance on implementing teacher assessment in Child Care.

Methodology: The research design of this study was qualitative. The instruments used are meta-analysis and interview protocols. A total of 30 sources were used to find the assessment elements that fit the study, while as many as five experts used to run the interview protocol. The results of this study were obtained using random sampling.

Findings: The findings of meta-analysis show that out of the 30 sources obtained, there were some similar sources but different list of elements. Next, findings from the interview protocol with experts that there are several elements that can support the development of teacher assessment needs. The value of agreement between experts during the interview shows that the Cohen Kappa (K) calculation is 0.75. This shows a good reliability value. This is because the key factor in assessment needs is how teachers identify student development. The results of the meta-analysis found that there were several similar sources but different elements. This clearly indicates that there is a need for a variety of elements in a study related to teacher assessment. Meanwhile, the results of the interview protocol found that teachers were more aware of assessment needs and their role in conducting assessments while learning session.

Significance: Overall, teachers should have a good knowledge and understanding of the assessment process before conducting student assessment in Child Care.

Keywords: Development Needs, Teaching and Learning, Assessment, Expert Agreement, Child Care

INTRODUCTION

The education system in Malaysia is changing and evolving over time. This is proved by the development and change of the education system according to the individual's level of education. The current education system has also caused changes and influenced the way educators think about the assessments implemented on children (Mohd Radzi, 2017).

The education system today presents a variety of effective teaching and learning methods to students especially to early education. This is because students nowadays are more 'advanced' and teachers must be prepared and have knowledge and understanding of a lesson. Through teaching and learning, assessment is conducted to see the development of student learning while in kindergarten. This is because, Khalid, Ahmad & Hamdan (2015) stated that the main goal of assessment is not only making decisions about a student's achievement, but also to provide support and positive mechanisms to help students improve or enhance learning, improve teacher teaching and contribute to the effectiveness of teaching and learning in the

classroom. However, the goal will not be achieved without the strong support of teachers who act as the main leaders in implementing assessment activities.

This is in line with the efforts made by the MOE to add assessment standards to this curriculum document to some extent has changed the history of the national curriculum since the implementation of the curriculum. This is because; through this assessment standard students can be assessed and assessed either in stages or continuously. According to Pong Ying, Leh Hong & Loysius Aeria (2017), assessment is a systematic process that plays an important role in teaching and learning. The teaching and learning sessions conducted by teachers at Child Care aims to obtain and see the learning outcomes of students through assessment conducted. This is because assessment is one of the parts in the teaching and learning process. In this study, the researcher only focused on the need for assessment construction to teachers in Child Care.

OBJECTIVES

In general, this study was conducted to build the need for guidance on the implementation of teacher assessment in Child Care. The objectives of this study are detailed as follows:

1. Identify the needs of teacher assessment in Child Care.

METHODOLOGY

This study uses a qualitative approach. A qualitative approach is used to obtain data from meta-analyzes and interview protocols. Meta-analysis is a statistical evaluation of data provided from various studies or sources to answer research questions (Rory, 2013). This meta-analysis uses a sample of 30 sources from the latest study results. This statement also explains that this meta-analysis method is done to find the appropriate elements for the needs of teacher assessment implementation guide in Child Care.

While the second method is to use the interview protocol. The interview method is a process used in the collection of study data. Lebar (2017) also stated that interviews are categorized into three parts, namely structured interviews, semi-interviews and unstructured interviews. This statement is supported by Yuslina, Bhasah, Fariza & Ramiaida (2018) who explained that structured interviews are more appropriate and organized because all inquiries are made according to a predetermined format. All questions asked are in order as prescribed.

Study samples were obtained using objective random sampling. Among the sample criteria are experts selected based on work experience of more than 5 years and experts in a field to be studied. Therefore, the sample used to interview the experts was a total of five experts consisting of fields related to the study. This statement is supported by Zuka (2015); Norani, (2012); Rajesh, Anish & Arvind (2010) who stated that the least number of experts used in the study is only three experts. This proves that five samples are sufficient for this study. Table 1 shows the list of experts involved in the interview session:

Expert	Expertise	Experience
Expert A	Headmaster/nursery teacher	6 years
Expert B	Nursery teacher	6 years
Expert C	Headmaster/nursery teacher	14 years
Expert D	Nursery teacher	11 years
Expert E	Nursery teacher	10 years

In addition, in this study using the interview protocol question instrument to obtain and collect data on the need for guidance on the implementation of teacher assessment in Child

Care. The interviews conducted in this study were structured interviews. In this study, researchers will use a structured interview instrument format adapted from interview instruments. Based on the elements constructed using the meta-analysis method, a set of protocol questions was created to interview selected experts on the assessment elements obtained through the meta-analysis method.

Before starting the interview protocol, should validate the content and distribute it to five selected and qualified experts according to the suitability of the study conducted. This validity was done to see the suitability and accuracy of the interview questions before performing the interview protocol.

Next, analyze the interview data using themed transcripts to determine the reliability of the data and use the calculation of the Cohen Kappa Index agreement coefficient value. This calculation is done to find out the level of value of the analysis unit agreement with the questions studied. The approval value is calculated based on the formula below:

$$K = \frac{fa - fc}{N - fc}$$

Fa - Unit of approval

Fc - 50 percent expected agreement

N - Number of units (themes) tested for agreement value

After the calculation is done, the agreement value is determined based on the level of kappa agreement that has been recommended by Landis & Kosh (1977) as in table 2 below:

Kappa Value	Approval Scale
Below 0.00	Very weak
0.00 – 0.20	Weak
0.21 – 0.40	Moderate Weak
0.41 – 0.60	Moderate
0.61 – 0.80	Good
0.81 – 1.00	Very Good

Source: Landis Dan Kosh (1977) in Zamri and Noriah (2003)

RESEARCH FINDINGS

Meta-analysis methods are used to gather elements related to the elements of teacher assessment guide construction needs. The analysis obtained and performed is the findings of 30 sources of the latest research results. Table 3 shows the list of assessment elements that have been obtained through the meta-analysis method:

NO:	CHARACTERISTICS	REFERENCE
1.	Knowing the role of teachers, schools and children in the assessment process	Observing Development of The Young Child. Janice J. Beaty (2010)
2.	Know the importance of complete procedures for conducting observations in the classroom	Observing Development of The Young Children Janice J. Beaty (1998)
3.	Know observation procedures according to learning activities	Observing Development of The Young Child. Janice J. Beaty (2010)
4.	Establish systematic observation procedures	Observing Development of The Young Children Janice J. Beaty (1998)
5.	Know the concept of observation procedures	Observing and Recording Targeted Behaviours

	(teachers, schools and children)	Sally Wylie, Kristine Fenning (2012)
6.	Identify the information to be collected while performing the information procedure.	Observating Development of The Young Child. Janice J. Beaty (2010)
7.	Identify the characteristics of the child to be observed.	
8.	Identify the methods used in the observation procedure.	
9.	Set a schedule for observation procedures.	
10.	According to the schedule during the observation procedure is performed.	
11.	Know the scoring used	Early Childhood Assessment: Implementing Effective Practice Cindy Jiban (2013)
12.	Refer to the rubric during the assessment	Assessment in Early Childhood Education. Sue C. Wortham (2012) *RubiStar is a free tool to help teachers create quality rubrics. http://rubistar.4teachers.org/index.php Copyright. © 2000-2008, ALTEC at University of Kansas
		Pentaksiran Dalam Pendidikan Boon, Leh Hong & Lawrence (2017)
13.	Know the type of scoring used	Pentaksiran Prestasi & Pentaksiran Rujukan Standard dalam Bilik Darjah Eftah Hj Abdullah & Abd Aziz Abd Shukor (2014)
		Pentaksiran Pendidikan Azizi Ahmad (2015)
14.	Using the rate scale as a score to see the improvement in children's performance	Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak Nor Mashitah Mohd Radzi (2017)
15.	Give a score based on the child's performance	
16.	Instilling the values of equality and justice.	Penerapan Nilai-Nilai Murni dalam Proses Pengajaran dan Pembelajaran ke Arah Pembentukan Sahsiyah Pelajar Norazri Mohd Zaidin (2015)
17.	Knowing the scale of child performance rates.	Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak Nor Mashitah Mohd Radzi (2017)
18.	Knowing the scoring given varies according to the child.	Pentaksiran Pendidikan Azizi Ahmad (2015)
19.	Scoring is given to see a comparison of a child's level of performance.	Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak Nor Mashitah Mohd Radzi (2017)
20.	Give different scores according to the child's assessment.	Pentaksiran Pendidikan Azizi Ahmad (2015)
21.	Understand the improvement of children's performance	Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak Nor Mashitah Mohd Radzi (2017)
22.	Form a guide-friendly instrument	Pentaksiran Prestasi & Pentaksiran Rujukan Standard dalam Bilik Darjah Eftah Hj Abdullah & Abd Aziz Abd Shukor (2014)
23.	Know the difficulty level of the item	

		Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak Nor Mashitah Mohd Radzi (2017)
24.	Highlight children's holistic development	Assessment in Early Childhood Education in New Zealand Emma Magdalene Loggenberg (2011)
25.	Know the performance items in the instrument	Pentaksiran Prestasi & Pentaksiran Rujukan Standard dalam Bilik Darjah Eftah Hj Abdullah & Abd Aziz Abd Shukor (2014)
26.	Know the stage of the child's developmental stage.	Early Childhood Assessment: Implementing Effective Practice Cindy Jiban (2013)
27.	Identify children's learning development..	
28.	Know the learning achievement scores of children.	Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak Nor Mashitah Mohd Radzi (2017)
29.	Know the holistic development of children.	Assessment in Early Childhood Education in New Zealand Emma Magdalene Loggenberg (2011)
		Penilaian Pelaksanaan Pentaksiran Berasaskan Sekolah dalam Kalangan Guru Noorzeliana Idris (2016)
30.	Identify child-friendly assessment instruments for children.	Penilaian Pelaksanaan Pentaksiran Berasaskan Sekolah dalam Kalangan Guru Noorzeliana Idris (2016)
31.	Emphasize that assessment information needs to be analyzed	Assessment in Early Childhood Education. Sue C. Wortham (2012)
32.	Assess children's learning individually	*Assessment software: electronic management of learning (EML)
33.	Know that children's performance differs from each other	Early Childhood Assessment: Implementing Effective Practice Cindy Jiban (2013)
34.	Know the level of difficulty of different activities according to children	Assessment Practices and Aspects of Curriculum in Early Childhood Education Linda Mitchell (2008)
35.	Plan activities based on children's abilities	Pentaksiran Pembelajaran Azizi Ahmad (2010)
36.	Give a given score equivalent to a child's performance	Introduction to Many-Facet Rasch Measurement Thomas Eckes (2011) *Advanced Many-Facet Rasch Measurement
37.	Conduct assessments according to the activities performed by children	Child Observation: A Guide for Students of Early Childhood Ioanna Palaiologou (2016)
38.	Using software to analyze child assessment information	Early Childhood Assessment: Implementing Effective Practice Cindy Jiban (2013)
39.	Use specific software to analyze children's abilities	Assessment in Early Childhood Education. Sue C. Wortham (2012) *standardized tests
40.	Differentiate assessment scores according to children's performance	What Assessment Means to Early Childhood Educators Angela Notari-Syverson and Angela Losardo (2004)
41.	Improve teachers' skills in administering assessment through structured training	Konsep Pembelajaran Berasaskan Projek Dalam Aktiviti Pembelajaran Bersepadu Di Kelas Prasekolah

		Siti Saleha Samsur Konsep Pembelajaran Berasaskan Projek dalam Aktiviti Pembelajaran Bersepadu di Kelas Prasekolah Siti Saleha Samsuri (2019)
42.	Know that training explains the assessment system that needs to be implemented	Assessment in Early Childhood Education. Sue C. Wortham (2012)
43.	Practicing how proper assessment is done	Early Childhood Assessment: Implementing Effective Practice Cindy Jiban (2013)
44.	Know the level of self-competence while administering assessment	A Guide to Observation, Participation and Reflection in The Classroom Arthea J. S. Reed & Verna E. Bergemann (2005)
45.	Knowing the needs of instruments can be administered to groups with different backgrounds	Prestasi Kemahiran Motor Halus Dan Motor Kasar Kanak-Kanak Masalah Pembelajaran Menggunakan Instrumen Movement Assessment Battery For Children (MABC) Mohad Anizu Mohdnor & Ernie Suliana Md. Shariff (2017)
46.	Practicing knowledge of learning assessment during training	Pentaksiran Pembelajaran Kemahiran Asas bagi Permainan Kategori Serangan dalam Pendidikan Jasmani Tahun 4 Liza Binti Saad (2017)
47.	Identify the level of understanding of the assessment system through the training provided	Child Observation: A Guide for Students of Early Childhood Ioanna Palaiologou (2016)
48.	Practicing assessment system procedures is carried out on children during training	Penilaian Pelaksanaan Pentaksiran Berasaskan Sekolah dalam Kalangan Guru Noorzeliana Idris (2016)
49.	Identify the level of knowledge and competence through the training provided	Pentaksiran Prestasi & Pentaksiran Rujukan Standard dalam Bilik Darjah Eftah Hj Abdullah & Abd Aziz Abd Shukor (2014)
50.	Provided guidance while conducting learning assessments to children during training	Developing A Measure Of Authentic Assessment Standard For Children's Development And Learning Using Many-Facet Rasch Model Nor Mashitah, Mariani, Jain Chee & Che' Mah (2015)
51.	Responsible for assessing children's performance in the classroom	Pentaksiran Pembelajaran Azizi Ahmad (2010)
52.	Know that the assessment process needs to be carried out at the appropriate time	Amalan Perancangan, Pelaksanaan Dan Pentaksiran Dalam Proses Pengajaran Dan Pembelajaran Pranumerasi Di Child Care Swasta Norshafinaz Abdul Sani & Faridah Yunus (2018)
53.	Knowing the assessment process requires adequate training	Early Childhood Assessment: Implementing Effective Practice Cindy Jiban (2013)
54.	Knowing a child's performance depends on the teacher's report	Penilaian Pelaksanaan Pentaksiran Berasaskan Sekolah dalam Kalangan Guru Noorzeliana Idris (2016)
55.	Identify many factors that can influence during the assessment process	A Guide to Observation, Participation and Reflection in The Classroom Arthea J. S. Reed & Verna E. Bergemann (2005)
56.	Have sufficient knowledge while conducting assessment	
57.	Tracking a child's performance can change according to the assessment conducted	Pembinaan dan Pengesahan Instrumen Pentaksiran Prestasi Standard Awal Pembelajaran dan Perkembangan Awal Kanak-Kanak

		Nor Mashitah Mohd Radzi (2017)
58.	Detects that internal and external factors influence a given score	Autonomi Guru dan Amalan Pentaksiran dalam Pengajaran dan Pembelajaran Kurikulum Standard Sekolah Rendah (KSSR) di Sekolah Kluster Ravikumar A/L K. Varatharaj (2015)
59.	Analyze children's scores in the assessment process individually	Pentaksiran Dalam Pendidikan Boon, Leh Hong & Lawrence (2017)
60.	Ensuring that certain types of training help to carry out the process of assessing good learning for children	What Assessment Means to Early Childhood Educators Angela Notari-Syverson and Angela Losardo (2004)

Based on the 30 sources referenced, the results of the analysis found that there are several similar sources but a list of different elements. Examples are sources from Janice (2010); Nor Mashitah (2017); Cindy (2013) are the most numerous elements in this method which is 7 elements each. Next, other sources that contribute many elements are sources from Eftah and Abd Azizi (2014); Wortham (2012) which are 5 elements. In addition to the sources listed, other sources also help in building the need for this guide is a source from Azizi Ahmad (2015) stated giving different scores according to the assessment of children.

In addition, there are also similar elements but different sources. Among them are sources from Noorzeliana (2016); Emma Magdalene (2011) who state the same element of knowing the holistic development of children. Similarly, sources from Eftah and Abd Aziz (2014); Azizi Ahmad (2015) who issued the same element that is to know the type of scoring used. Therefore, in addition to the sources that have been mentioned, other sources also help in developing the teacher assessment guide as explained briefly in table 3 above.

Next, the result of the study obtained from the interview protocol with experts is that there are several elements that can support in building assessment needs to teachers. Among the main factors of assessment needs is the way teachers identify student development. Most experts state that one way to identify student development is to conduct assessments at the beginning and end of the year. However, expert B states otherwise;

‘Okay, we also do for the individual. So we will call people one by one when they have playtime, call one by one to read surah, for read books to... ’

In addition, expert A stated that the assessment procedure was done and in his workplace there was no formal procedure.

‘Like here there is no guideline, the teacher himself has to be clever before preparing abm or whatever, he himself has to know what he should do before, during and after do the assessment process...’

This issue was also agreed by experts B and D who stated that teachers are given the freedom to conduct assessments in their own way but based on the syllabus given by the Child Care management. Questions about rubrics and scoring are also asked to all experts and they have different opinions. One of the opinions related to the rubric expressed is:

‘Hmm in my opinion, the use of rubrics at the Child Care level is dependent on the purpose of the assessment was conducted.
Not all assessment processes use the... rubric. ’

The results of the interviews with all the selected experts were then summarized and improved in the list of elements that had been created in the meta-analysis. The calculation of the coefficient value of the Cohen Kappa Index is done to see the value of the agreement after performing the interview protocol. Table 4 below shows the value of agreement by experts.

Table 4					
VALUES OF AGREEMENT BY EXPERTS					
Expert A	Expert B	Expert C	Expert D	Expert E	The value of the overall
$K = \frac{7-4}{8-4}$	$K = \frac{6-4}{8-4}$	$K = \frac{8-4}{8-4}$	$K = \frac{7-4}{8-4}$	$K = \frac{7-4}{8-4}$	$= \frac{0.75 + 0.5 + 1 + 0.75 + 0.75}{5}$
$K = \frac{3}{4}$	$K = \frac{2}{4}$	$K = \frac{4}{4}$	$K = \frac{3}{4}$	$K = \frac{3}{4}$	= 0.75
N=0.75	N=0.5	N=1	N=0.75	N=0.75	

Based on the values in table 4, the Cohen Kappa Index (K) is 0.75. This value is a good value of reliability and indicates appropriate to the theme stated based on the consent of the experts involved in the interview protocol.

DISCUSSION

Based on the findings of this study, it can be concluded that the need for guidance construction is necessary for teachers in Child Care. Although the assessment guide is available for use by Child Care teachers throughout Malaysia but the guide only focuses on the guide in general and not just focused on teachers only. Therefore, the need to build this teacher guide was created to know the needs of Child Care teachers throughout Malaysia.

Through the results of the study in meta-analysis shows that as many as 60 elements have been obtained. Based on the 60 elements obtained, the results of the analysis found that there are several sources that are the same but different elements. This clearly shows that there are various needs in a study related to teacher assessment.

Meanwhile, through the results of protocol interviews conducted on two teachers, teachers tend to support the elements of assessment guidance made and agree that assessment can be conducted in a unique way but based on the syllabus that has been set. For teacher B, he gained a lot of knowledge through self-conducted assessment without reference from any guide. This coincides with the results of a study from Begum & Farooqui (2008) who explained that although the government has implemented a new assessment system, most teachers do not get enough training to implement the system. Untrained teachers will have little understanding which in turn will result in marks not being able to be distributed effectively due to the inability of the teacher.

From the aspect of implementation of assessment during teaching and learning, teachers are more aware and understand the importance of the correct and more organized assessment process in assessing students in the classroom. This is because teachers must be clear with the learning they want to assess and must match the assessment method that suits the needs of students (Ahmad Hozzi, 2009).

CONCLUSION

In conclusion, all the teachers should pay more attention to the importance of assessment guidelines for teachers in kindergarten. In addition, teachers need to be more prepared and have sufficient knowledge to strengthen the implementation of assessment in kindergarten. This is because the proper implementation of assessment will facilitate the assessment process carried out during teaching and learning in kindergarten.

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