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ALTERNATIVE ASSESSMENT IN MORAL EDUCATION IN MALAYSIA

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ABSTRACT

Moral feeling, moral thinking and moral acting are aspects in Moral Education for Malaysian schools. Students are encouraged to practice what they learn within and outside the boundaries of the class room. In the year 2000, there were shift in assessing teaching and learning of Moral Education in which equal weightage were given to the cognitive/moral thinking aspect, as well as moral feeling and moral acting. This has resulted in an assessment paper for Moral Education requirement focusing upon practical work students carry out, based on themes taught in the classroom. Policy makers together with Malaysian Examination Board produced a comprehensive syllabus and formative assessment sheets to assess students involvement in the implementation of the new system. Unfortunately, at this initial stage many flaws were found and policy makers need to reassess before it becomes "settled", given serious backfire from teachers and students concerned.

INTRODUCTION

Moral Education in Malaysia is part of the school curriculum from pre school right up to secondary and college level. This subject emphasizes the spiritual, family, environmental, social and humanitarian aspects in the total development of the individual. School-based assessment is implemented at pre school, primary and lower secondary level through observation, written and oral tests. A centralized examination was introduced in 1993, in the public examination known as Sijil Pelajaran Malaysia (Malaysian Certificate of Education Examination). (Report on Regional Seminar on Values Education in ASEAN; 1994). The paper is known as Moral Knowledge 1225/1.

In the year 2000, a shift was made in the assessment where equal weightage was crucial for the three aspects taught in the classroom; moral thinking, moral feeling and moral action. Since these aspects were taught in the classroom, it is practical to assess all three aspects in school based or central examinations. Thus, another paper, Moral Knowledge 1225/2 was introduced.

The practical or project component, titled Moral Education 1225/2, is the second paper of the Moral Education subject in the Malaysian Certificate of Education. Moral Education 1225/1 is a written paper conducted in a formal assessment setting. The Moral Education 1225/2 however aims to focus on moral

thought, feeling and actions of the students other than acquiring the knowledge, understanding and skills through the teaching and learning of Moral Education in the classroom.

Moral Education 1225/2 Paper: Project Work

According to the document produced by the Malaysian Examination Board, Ministry of Education Malaysia (2004), Moral Education 1225/2 is a formative assessment which aims to guide, develop and expand the moral values in students according to their individual capacity. The evaluation is to be carried out through two methods.

- i. Sahsiah* (Personality) - reporting on the moral feeling and act while communicating, making decisions and solving matters.
- ii. Iltizam* (Commitment) involvement and being responsible in carrying out daily work and social service. Reports from daily activities and social service will be compiled and documented as a folio.

Beginning January 2004, the Moral Education Project Work was implemented in all secondary schools. The Malaysian Examination Board (2004) outlined that the Project Work has to be collaborated between the Malaysian Examination Board, State and District Education Departments, school administrators, heads of social science departments and the Moral Education teachers. The early planning established the overall aims, which are to ensure the realization of formative assessment in a more