Using Facebook Application In School Based Assessment (Sba) For Moral Studies

Hairul Faiezi Bin Lokman, National University of Malaysia, Malaysia.
Nik Mohd Rahimi Bin Nik Yusoff, National University of Malaysia, Malaysia.

Abstract
The aim of the research is to identify the extent of the students' response in using the Facebook application and also to identify the evidence that can be done by students and the usability of the Facebook application in evidence assessment of the School Based Assessment (SBA) for Moral Studies. This action research is a short research of 40 students of Form 2 and Form 3 whose taking the Moral Studies subject in a Sekolah Menengah Kebangsaan (SMK) in Rawang, Selangor, Malaysia. The application is used for idea and method in interpreting the evidence and at once as a teaching and learning methods too. This research used the method of survey and questionnaires. Questionnaires were analysed using the Statistical Package for Social Science (SPSS). The results of the survey showed the use of Facebook application can be used to diversify the evidence assessment of the School Based Assessment (SBA) for Moral Studies. Students' response about the evidence assessment is very positive when students actively engage during the assessment through the use of Facebook application. Observations of students' response have shown the variety of evidence through the creativity and ideas of the students in giving answers. Based on data obtained and analysed, the Facebook application can be used in the implementation of the School Based Assessment (SBA)for Moral Studies in school. Thereby, teachers can vary their methods in evaluating the evidence. Hence, attract the students to respond and develop the form of evidence assessment.

Keywords : Usability, Facebook, School Based Assessment (SBA)

Introduction

School Based Assessment (SBA) was introduced to the students of form 1 in 2013. PBS is a holistic assessment that is able to assess the cognitive (intellectual), affective (emotional and spiritual) and psychomotor (physical) in accordance with the National Philosophy of Education, Curriculum Standard School (KSSR) and High School Curriculum Standard (SSM). PBS was accomplished referring to the assessment of academic and non-academic (LPM, User Management School Based Assessment, 2014).

In several studies, the students after the 21st century will be study in a more active and productive through the application of digital technology, particularly in based learning. This method of digital storytelling good impact and improve the quality of teaching and collaborative learning (Jakes, 2006; Robin, 2008). The integration of Internet Communication Technology (ICT) to give collaborative teaching a lesson that is very effective against the lesson and learning (L&L) teachers besides attracting students (Davis et all, 1997). The main aim of collaborative learning based on computer technology Computer-Supported Collaborative Learning (CSCL) is to ensure the learning patterns into a diversified, while helping the students to learn (Kreijns, Kirschner, &Jochems, 2003), enhance collaborative learning and working in groups (Stahl, 2006). Through this ICT learning, learning environment will be a very interesting result, will give added value to existing learning environment through interactive learning in line with the objectives of pedagogy, curriculum and school organization.

Problem statement

According to the Malaysian Examination 2014, teachers lack an understanding of implementing the assessment in line with the process of teaching and learning (formative assessment). This is because, the difficulties face by teachers to formvarious instruments ofassessment because they are bound by beliefs and customs to evaluate students' achievement using the written test. Hazim (2012) stated that most teachers do not understand SBA and does not receive timely information on the process of implementation. Teachers also have been familiar with the assessment tests compared to the assessment. One of the factors attributed to the lack of skills and talent added value of innovation and change is still not sufficient (AzharRodzi, 2012). SBA gives recognition and implementation of autonomy to teachers to become appraisers during PDP formative or summative at the end of a learning unit or even at the end of the year. For the assessment process, teachers do not really need to provide a worksheet for each skill to be assessed. Evidence or proof of student mastery can be obtained through observation, oral responses, training in an exercise book or workbook and homework. SBA does not limit the creativity of teachers which is of course more familiar with their students.

Facebook application is an alternative assessment of the dividend that was introduced by the researcher to ensure that teachers have variety of ways to carry out SBA evaluation. Technology-based methods introduced by these researchers, along and in line with the government's desire to increase the use of technology in everyday life. The introduction of this study, although as usual, but at least give a new idea in education, when students' interest (the use of social media) joined with the

implementation of teaching in schools. As the proverb 'to kill two birds with one stone' and two in one (2 in 1), in view of the teacher as autonomy implementer for SBA in schools.

Objectives

This study was conducted to provide a variety of methods, means and practices to assess dividend School Based Assessment (SBA) Moral Education as well as expand and improve the teaching and learning process. Moral education has 36 points and needs a lot of evaluators dividend. Use the Facebook application is to serve as a new medium in the performance assessment. The intended objectives are to;

1. Identify the extent of the response of students to use Facebook applications in the performance evaluation dividend SBA Moral Education
2. Identify the dividend that can be executed by the students through the use of Facebook applications.
3. Identify the usability of Facebook applications in the performance evaluation of dividend for SBA Moral Education

Literature review

Constructivism Theory

The use of computers in teaching involves some basic theory related to teaching and learning related to computer technology. Involves the use of computer vision in which visual senses are involved as intermediate components to all the information. For low achievers should be given the opportunity in this interactive computer activities which will make students more active and motivated to learn (Rafiza Abd Razak and Siti Zarina Syed Nordin, 2013). Similarly, the use of Facebook applications, technology-based visual medium is used as a method in L&L to get students' interests, especially in drafting of a dividend in the implementation of the SBA Moral Education. Apart from that, constructivism also emphasize the low and high skills and learning simultaneously. Learning these skills simultaneously is confirmed with the assumption that each skill will reinforce each other through its implementation using Facebook application.

This method is student-centred with the main concept is the generation of knowledge (knowledge construction) by the students through the learning model generation (generative learning). The principle used in this constructivist theory is a branch of cognitive science focused on the motivation for learning outside the school practice coincides with the medium's use of Facebook. Under this theory underlying the use of Facebook applications can give students confidence to find relevancy about what is learned with their existing knowledge (prior knowledge) in adapting to new learning. Students can search for additional materials and process ideas via online using the aid of technology such as the internet link in answering questions according to SBA. Learning approach using technology such as this Facebook application, is one of the student-centred learning which are likely to have a positive impact in the pedagogy of teaching (Kalantzis& Cope, 2010). This learning will be more meaningful when students are actively construct their own ideas and can be shared with others (Papert,

1991). Students will also be able to construct their own knowledge when designing the process of ideas (Piaget, 1969).

Cognitive Theory of Multimedia Learning (CTML)

Learning methods through the use of Facebook can be attributed to basic learning using multimedia (CTML). This theory was founded by Mayer (2001). This theory is a combination of Dual Coding theory (Paivio 1986; Clark & Paivio 1991), Models of Working Memory (Baddeley 1992), Cognitive Load Theory (Chandler &Sweller 1991; Swwller, Chandler, Tierney & Cooper, 1990) and Model of Meaningful Learning SOI (Mayer 1996). Based on this theory, students will have visual information processing systems and verbal processing system. Through both senses, the narrative auditory senses will be process by oral system while the animation by visual system. Multimedia learning materials involving three cognitive processes of selecting, processing and integration. The use of Facebook application includes all three of these cognitive processes, when students are given the freedom to answer questions based on their creativity through dividends material processing, then the students prepare answers according to their own ideas and they will necessarily integrate the PDP which has been studied in a Facebook page.

Through a study conducted by Mayer, 5 multimedia design principles were identified. The first principle of representation (multiple representation) explained that the lighting will be more meaningful if made in two modes. The second principle relates to contiguity. This principle emphasizes that the explanation will be easier if the words matched the pictures and shown in simultaneous time. While the third principle is (split attention) which explains that the word-based audio are more effective than written text. The fourth principle explain that the individual differences (individual differences) states that the three principles of early depends on individual diversity that existed at the students. While the last principle is parallel (coherence) states that only information key isbeing used in the additional information and clarification rather than less relevant points.

Based on this theory, the use of Facebook applications can expose students with visual and verbal processing system directly. Students will access the internet thus explore learning with more interactive. Through the use of this application, it will also try to build students' ideas, then will change the idea of learning by doing as well as learning aspects match teacher's envisioned in the L&L.

Design of study

This study is an action research, the approach to repair or improve the quality of education through changes that encourage teachers to become more aware of their own practice, to be critical of such practices and are willing to change practices (Mc. IFF, 1988) , This action research using an Action Research Model Somekh (1989) which involved the problem identification process, data collecting, data analyzing, designing an action plan, implementing the plan of action, collecting data to confirm the change, analyze, and evaluate and following next round.

To see the response of students to use the Facebook application, researchers conducted a visual observation to look at materials and activities carried out by students in the Facebookdisplay site. Documents were generated by researchers at the

display site Facebook to see the involvement and motivation of students to perform SBAMoral Education using the Facebook application.

To identify successful evidence done by students using the Facebook application, observation methods also be done to look for answer about the task that has been given by students. To view this Facebook application usability, teachers have given a questionnaire using the dichotomous nature involve two options, yes or no. Data was statistically analysed using SPSS. Here are the modules implementing the activities carried out by the researcher to look up application in assessment of SBA Moral Education over a period of 2 weeks.
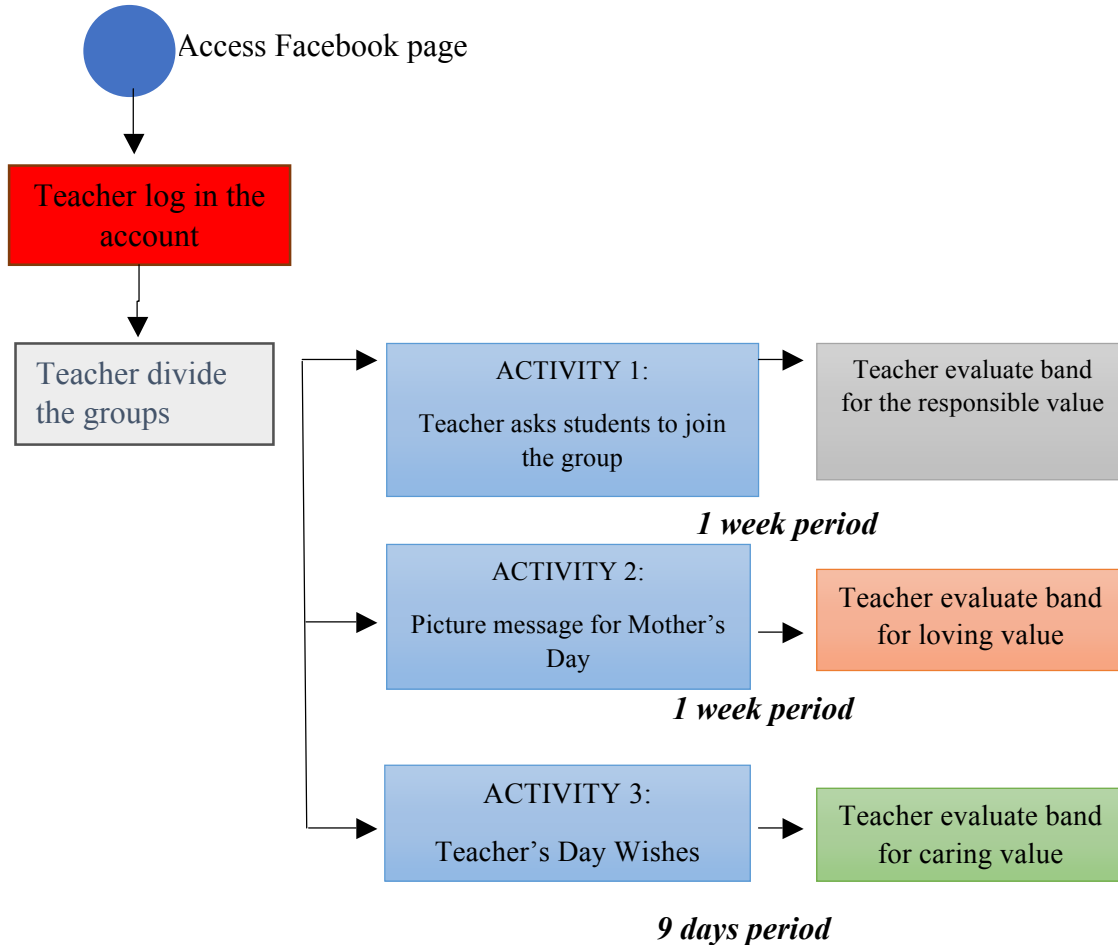
Graft 1 : Implementation Process

Through the activities carried out, the researcher further assess actions taken by students after the implementation of the activity. Of valuation, teachers reflect research that has been carried out.

Findings

Students' Responses on the Use of Facebook

The implementation study undertaken by researchers began as early as April and mid-May until the end of 2014. The implementation of this takes time but large enough to give meaning to see on what extent the response of students to use the Facebook application for evaluating dividend SBA Moral Education in school. 3 conducting

activities to students. The first activity is participation of students in a group (group) SBA Moral Education SMKBS 2014 Facebook page. Through these activities students participate in its target this group within a week. The band given by the teacher is responsible. From the observations, 90% of students have joined the group - SBA 2014 SMKBSMoral Education in a timely manner. This means that all 36 students are successfully obtained Band of the responsibility that is - can show its responsibility to conduct yourself in your home / school / community. While 10%, or a total of four students failed to obtain because the band did not join the group in a timely manner because of absent school and failed to get the info provided by the researcher.

Through this first activity, the researcher can see the positive response of pupils in implementing evaluation SBA Moral Education dividend when the majority of students have joined the Facebook group that has been developed by researchers in a timely manner. This is consistent with the theory of constructivism that emphasizes learning independently and there is a motivation in learning when the confirmation given by the teacher. Through the second and third, the majority of students have sent a reply and responds well to the tasks given by the researcher. A student, for example, a student who is not active at the time in the classroom, but in the Facebook application, he has answered questions raised by the teacher well.

Kavinesh Kumar Kavinesh Kumar (3krk3) 1. belajar bersungguh-sungguh
2.menjaga disiplin di sekolah
3.mengikut peraturan sekolah
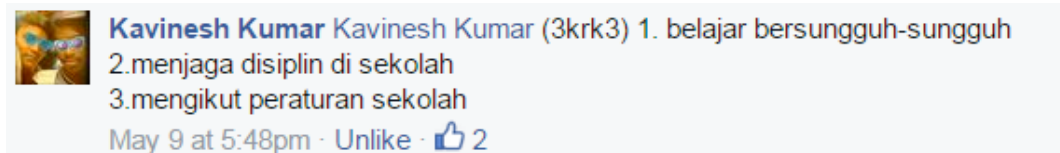May 9 at 5:48pm · Unlike · 👍 2

Figure 1 : Positive Response to Student Progress

This shows that there is a positive response to student progress SBA Moral Education with the aid of the Facebook application.

Identify Dividend

The second activity is undertaken researchers speech and picture messages with their celebration of Mother's Day. This program is carried out for a week. From the findings, showing 18 pupils sent an answer concerning the value of love, which is the assignment needs students to give a message of love to their mothers during Mother's Day. The answers given most creative students and accompanied by a display image with her beloved students. E.g. students and has provided a special message to his mother after Mother's Day with grammatical language and also put a picture of his mother as a memory. Through the implementation of this activity, the researchers could see the seriousness of pupils and test their creativity. Operations to be carried multifaceted and interesting for students.

Figure 2 : Activity Two

The third activity is congratulating the beloved teacher of teachers, activities conducted for 9 days in conjunction with teacher's day May 16, 2014. Through its activities, a total of 37 students have given an answer through a special message to their beloved teacher. Through the answers given, the students have managed to generate a message about the day their beloved teacher to teacher. The message was given also clearly show appreciation to teachers who have students educate them in conjunction with the teachers. This is consistent with the high manner is used as the medium of assessment of students. Facebook is seen as a medium for a new medium that replaces the cards and short message system (SMS) to send a meaningful message. It shows that this method has set up various evidence assessments to the students.

Usability Of Facebook Applications In The Performance Evaluation Of Dividend For SBA Moral Education

Table 1: Results of Survey Regarding Applicability Facebook Application For Evaluating SBA Moral Education

Item	Yes	No	Min	SD
Before listening to a description of this method I have used the Facebook page of the application in question SBA for subjects - other subjects.	0 0%	40 100%	2.00	0.000
Review this FB2FORUMPBS interest me in particular to answer Rating dividend SBA Moral Education.	36 90.0%	4 10.0%	1.10	0.304
Do this FB2FORUMPBS introduced is easy for me to follow?	35 87.5%	5 12.5%	1.13	0.335
This method is very effective for the performance evaluation of PBS.	38 95.0%	2 5.0%	1.05	0.221
I have problems implementing innovations FB2FORUMPBS because it does not have internet facilities.	10 25.0%	30 75.0%	1.75	0.439

Of the survey conducted, showed that all students have never used this method up to answer - where questions SBA Assessment before. Therefore, this method is Facebook that the new method can be implemented to attract students SBA facilitate the process of assessment by teachers. In addition, 90% of students agree that use of

the Facebook application is especially interesting for students to answer questions dividend SBA guest Moral Education. This shows that, in this study as something new and can be used in evaluating and assessing SBA Moral Education.

The majority of students (95%) agreed that the study presented by researchers is very effective and efficient implementation of the medium as a dividend valuation forSBA. The answer can be supported through the involvement of students in all activities undertaken by teachers in groups SBA website 2014 SMKBS Moral Education. The method used by the teacher is very effective and can be answered anywhere using a variety of devices such as smart phones and access and others. The questionnaire regarding the issues when using Facebook apps show 10% of students have a problem in implementing this application. This percentage has given an answer to some students who did not answer the SBA question given by the teacher on time. As an alternative teacher has opened a school computer lab every day of the two week period of implementation of the study for the students to fill in the answers. Therefore, if there are students who cannot answer SBA dividend given by the teacher, students can use the computer laboratory for filling and dividends given researchers said. Overall, through this questionnaire, clearly demonstrates the use of this application can be used at the same time facilitate the implementation of the evaluation dividend alphabetical SBAat school. This is evidenced by the responses collected after the survey was conducted.

Summary and recommendations

Based on the findings of the study carried out it can be clarified that the methods introduced can be used by students and teachers to implement the SBA evident assessment at school. Through the results of surveys carried out, it has proved that the new method is very well received by students. After the implementation of the Facebook application is done, the students showed a good response, as well as secured band. The study also assesses students' achievement in particular subjective band 5 and 6. It can be proved when students can perform on their own responsibility in the house without anyone's help. For example through subjective evaluation band 5 and 6 of the charge, the early disciples joined the group (group) SMKBS SBA Moral Education have shown a high responsible nature thereby entitled to a brilliant band. The highlight of this study can be successful if the full support given to all students. Researchers will try to make improvements over time. For example, researchers can increase their use of social media such as the introduction of the forum through Twitter, What's Up or Blog. In the future, researchers also considered to reply within a task given in a longer period to overcome a number of students who do not have their own Internet access.

Further Recommendations

Researchers feel the need for a continuous review after production methods to students. As the researchers only focused on preliminary study on the use of social medium Facebook, it is likely in the near future researchers will expand the use of other social media such as Twitter, blog and *What's up*Application. Researchers also hope that in the future, many researchers can introduce some other bettermethod to support and enhance students' success in improving the quality of academic achievement. Researchers feel –this Action Research is one of the perfect stage to seek alternative after a successful educator success in teaching and learning platform (PDP).

The use of Facebook application is a new and easy alternative for assessing students'SBAdividend. According to the study, the average person uses the social networking site on the internet is for 2 hours a day (Daily Herald Press 2013), therefore, in addition to surf the social networking site, teachers and students can also make use of time, space and opportunity to carry out the SBA through this cyberspace indirectly. The method used is very simple to attract students because students are now more likely to progress IT or internet which is growing rapidly. In addition, the students seem fun and work harder in engaging this technology. This shows the use of the Facebook application is also able to create a relaxed PDPatmosphere thus increase the students' interest in studying this topic.

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Contact email**:** faieziy@gmail.com