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EXAM-ORIENTED IN MALAYSIA'S EDUCATION SYSTEM

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Abstract

The education system in Malaysia always revolve around the examination to effectively evaluate the student. Candidates from every layer of the secondary school must go through different forms of examinations in order to gain themselves the pass to advance to the next syllabus. PMR or now rebranded into PT3 for instance will determine whether a student is eligible for certain streams in the next form. Monthly or final test in each forms will also set the class they will be joining for next year, if they ace well in the exams then they will be positioned higher in rank of the classes. This method of evaluation is unfriendly for the students as they are forced to study with the goal only to score well in the examinations. For the methodology of this research, the researchers follow the research design of qualitative research. The researchers uses semi-structured interview in gathering information from the informants. Being teachers as the unit of analysis, three teachers from SMK Subang Bestari and three teachers from SMK Bandar Baru Salak Tinggi were interviewed. The theory used in this research is experiential learning theory by Carl Rogers where learners have hands on learning experiences to attain the knowledge being taught. With the experiential learning theory, it shows that the students would be able to learn more and receive more positive outcome from an assessment-oriented system rather than an exam-oriented system in Malaysia's secondary school. At the end, the researchers found out that exams and assessments might have their own pros and cons, but both plays an important role in the Malaysian education system. People might see that exams or assessment is no longer poignant but certain subjects may still require one of them in the syllabus to effectively evaluate the students. Also, in implementing assessment method in the schools, the basic amenities such as the facility and sufficient teachers must first be taken care of. Aside from that, the KPI evaluation system also forces the teachers to educate the students with the wrong intention, to make sure that the students will score in the exams so that the teachers could get a positive KPI evaluation.

Keynote: exam-oriented, assessment-oriented, examinations, education, secondary school

INTRODUCTION

Under the Ministry of Education, all major public examinations in Malaysia are centralized by the Malaysian Examination Syndicate which means, every year administration need to do a preparation on the major public examination such as Lower Secondary School Examination, Malaysian Certificate of Examination and High School Examination under the close monitoring of the Examination Syndicate. Since the mid-1970s, a number of Asian countries have been concerned with economic reforms which in turn have brought about various improvements in the education system and Malaysia is one of the Asian countries that try to reform and improve the education system (Wilhelm, Pei, 2008). Example of the improvements that Malaysia has done in 2004 until 2008 is the use of English as the instruction for maths and science, the update of primary education examination in Standard Five and the use of Bahasa Malaysia as the instruction in all subject except English language.

Malaysia public school is about to implement the education system from the centralized examination to a new assessment system (Majid, 2011). That means the student will need to self-evaluative and student will engage with feedback (Carless, 2014). As in Finland, they have three stages of education, which starts with pre-primary education for children under 7 years old, basic education for children aged between 7-16 years old and upper secondary school education. In the stage of basic education which is between the age of 7 and 16-year-old they have no national test. The teacher will be responsible for assessing students on a continuous basis until on their final assessment in year 9. Besides that, in Finland, they have no school league tables and they do not make the comparisons between schools on the daily basis of student outcomes.

In recent year Malaysia public school just started to implement the assessment system to the subject of Geography and Sejarah. According to the Malaysian Ministry of Education, the new assessment system promotes a combination of centralized and school-based assessment. Malaysian TED (Teacher Education Division) is entrusted by the Ministry of Education to formulate policies and guidelines to prepare teachers for the new implementation of assessment (Majid, 2011). In her journal also stated that the innovation of the student assessment, school-based assessment is administered at all grades and level. Plus, student will still need to sit for exam at the end of each level.

LITERATURE REVIEW

The Disadvantages of an Exam-Oriented Education System

1. Exam-Oriented Education System Is Outdated

The Malaysian education system are influenced from the west such as British as they had occupied the Malayan for a hefty amount of time before we had gotten our long draught independence. During those time, the British education system were based mainly on examination form of evaluation (Wahid, Hamid, Low, & Ashhari, 2011). This explains why students need to undergo various type of examinations during their years in the Malaysian school. Moving forward, the British and other Asian countries surrounding us had shifted their modus of education to a student-friendlier system and ours is also due for an overhaul. According to Dr Mahathir Mohamed, the Prime Minister of Malaysia, the Malaysian education system is indeed in need for a fresh new start and some changes for the betterment of our next generation destiny (Priveta, 2018). A new way of education system should be the one that enhances the students creative and critical thinking so that it could prepare them for the outside world while conventional public examination will only forces them to memorise some of the knowledges for the sake of passing the exam which sadly will be irrelevant as soon as they step out of the secondary school (Jalal, 2017). Our examination education system is no longer suitable to groom students for today's industry.

2. Exam-Oriented Education System Limits Student Critical Thinking

Other nations had foreseen that examination-oriented education system will only bring deadlock to the student way of thinking. Excessive examination will discourage student from critical thinking, creative imagination, and minimize the student success out of the classroom (Kirkpatrick, Zang, 2011). To score well in an examination, all you have to do is master the whole textbook of the subject, have a good understanding of the syllabus and you are good to go. But what if you were asked to put the things you had learned into practise, most weren't able to do so because they possess the mastery only on the theory and not vice versa. According to Minister of Education, Science and Technological Research Dato Sri Michael Manyin, in 21st century, nurturing students with creativity should be top priority and unfortunately exam-oriented education system is killing out-of-box thinking thus why it should be reduced from

the student's style of learning (Sman, 2018). In an exam oriented education system, one thing that matters the most is the result, it's a recognition for the students to uphold their standard, students can't express themselves freely in their study because in their focus they only have the desired result for them to achieve, nothing else matters and it will be a great disappointment if they failed to do so (Aziz, 2017).

3. Exam-Oriented System Stop Teachers from Serving Their True Purposes

An exam-oriented education will not only affect the students but will also impacts the fellow teachers in carrying out their job. In an exam-oriented environment, the learning procedures for the teaching activities will be aimed to only help students gain high marks in the examination so that they will meet the required standards. In such situation, the teachers will be held back from giving lessons appropriate to what is best for the students but rather according to what is best for the students in term of their future results (Ismail, Dorner, & Oliver, 2011). Moreover, exam-oriented education system is an extra burden for the teachers to handle as the paperwork of any post-examination such as marking, grading and finalising the post-mortem report to be sent to the Ministry of Education (MoE) are excruciating for them to work out. This will distract the teachers from their main task which is to provide students with high-quality learning experience as they have another unrelated itinerary to attend to (Yesuiah, 2014). Furthermore, the desperation for the teachers to ensure that the students will pass through the exam will make them lose passion and commitment in their job which is a bad influence for the students (Mansor, Fisher, Rasul, Ibrahim, & Yusoff, 2012). This is not the true definition of learning or teaching and the students are the real victims here under this type of education system.

The Advantages of an Exam-Oriented Education System

1. Exam-oriented system motivates student learning

With the existence of an exam-oriented system such as written examinations, students would be determined to study hard and gain the knowledge in order to score for the examinations. Respondents from a research conducted by Whelan & Brown (2011) believed that letting students sit for written exams encourages them to engage in some form of learning. Each student's attitude towards an exam-oriented system such as written examinations would motivate students to learn instead of the assessment-oriented system. As it has been stated by Norton et al. (2001), students would often perceive assessments as another "hurdle to jump over", pointless and inauthentic.

2. Exam-oriented system enhances students' knowledge and skills

Based on a research conducted by Whelan & Brown (2011), the majority of students and lecturers responded that the exam-oriented system is the key to positively improve students' knowledge and skills. Race, Brown and Smith (2005) claims that students who undertake 'seen' examinations experience distinct benefits such as the use of resources and engagements in problem solving and evaluation to provide answers to examination questions presented to them. Students are also able to demonstrate their retrieval of knowledge from memory such as the theories learnt beforehand, at the same time as demonstrating how they can organise, present and analyse information (Whelan & Brown, 2011).

3. Students learn to cope with stress

As stated by Timmins and Kaliszer (2002), exam stress is known to interfere with academic performance. Due to exam nerves alone, students who are intelligent and well-schooled in a given subject could fail an examination (NewallJones, Osborne, & Massey, 2005). However, exam-oriented system also helps students to learn on how to cope with stress, manage time effectively, and presenting information obtained in a limited time scale in stressful situations (Whelan & Brown, 2011).

Recommendations for a Better Malaysia's Education System

1. Improving the Facilities of the School

The quality of any schools' facilities most of the time will mirror the academic performance of the students as well. This is because of the school connectedness any students may or may not have will also motivate or demotivate the students' willingness in their study at school (Loukas, 2007). Furthermore, an incompetent school facility will also deter the teachers in their progress for effective teaching within and outside of the classroom. Not just that, uncondusive environment will also disrupt the learning capability of the students (Boudreaux, McNeal & Martin, 2015). The bottom line is the school facilitation will always be essential and must be given full attention in ensuring a world class education system.

2. The Ratio of Students to Teachers in a Classroom

For an effective education to actually take place, the students allocated per class should be suitable and appropriate with the number of teachers that will be on duty for that class. Overcrowded students with limited teachers assigned is a recipe for disaster. The Japan, US, EU and many other countries had already agreed to reduce the size of their classes (Blatchford & Lai, 2012). It is proven that smaller classes will positively impact the academic achievement of the students (Koc & Celik, 2014). In small classes, teachers will have the opportunity to spend more time with the students to personally evaluate their understanding of the current syllabus and if needed, can provide individualized teaching to students that are in need of further assistance (Johnson, 2011).

3. The Evaluation System for the Teachers

The Key Performance Index (KPI) must be clear and not too ambitious for the teachers to reach its goal. The job of a teacher is subjective and the way how they will be evaluated also must be complex and thoughtful. Measuring the effectiveness of a teacher solely based on the performance of their students in the exams is not exactly accurate as the scope of the teachers involves many other aspects as well such as their research efforts, their work to enable students

to be info-literate and independent (Yeoh, 2013). Evaluation for the teachers must be changed to make it a bit more diverse instead of totally relying on the input from the students' examination result. Perhaps the students themselves can be given questionnaire to give feedback on their respective teachers (Neik, 2013). Or maybe the school management can come in-class to observe and monitor the teaching process (Gould, 2013).

RESEARCH METHODOLOGY

Research Design

Qualitative Research

This research on exam-oriented in Malaysia's education system uses the format and guidelines of qualitative research method. Qualitative research method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon (Abdul Rauf Ridzuan et al., 2015).

Data Collection Strategy

Interview Type: Semi-Structured Interview

The researchers conducted semi-structured interview for this research, 3 major questions had been prepared by the researchers beforehand to help obtain the much-needed information, but the researchers are ready to take into account of any extra details provided by the informants. The researchers interviewed six teachers in total, three teachers from SMK Subang Bestari and another three from SMK Bandar Baru Salak Tinggi. Semi-structured interview is a blend of closed and open-ended questions, often accompanied by follow-up of why or how questions and usually involves only one person at a time (Adams, 2015).

Stated below is the list of teachers interviewed by the researchers from both schools:-

a) SMK Subang Bestari:

- i) Rosida bt. Musa (The head of Physic panel)
- ii) Zurainee bt. Othman (The head of English panel)
- iii) Jamiza bt. Jamaluddin (The head of Pendidikan Agama Islam panel)

b) SMK Bandar Baru Salak Tinggi:

- i) Hajjah Azidah bt. Hashim (The head of Physic panel)
- ii) Nor Azah bt. Zainuddin (The head of English panel)
- iii) Nor Aida bt. Husin (The head of Pendidikan Agama Islam panel)

Unit of Analysis

The unit of analysis for this research is individual because the focus of the researchers is mainly on teachers and the researchers also interviewed each of the teacher from the two schools in separate sessions. Unit of analysis is the entity that is being analysed in a scientific research and can be divided into four categories which are individual, group, organization, and social artefacts (Dolma, 2013).

Sampling

1. Sampling Method: Non-Probability Sampling

There are two types of sampling which is probability sampling and non-probability sampling. Probability sampling means that each sample has an equal probability of being chosen and the probability of the sample is the representatives of the population. Non-probability sampling technique uses non-randomized methods to draw the sample and the participants are being carefully selected for a purpose (Showkat, Parveen, 2017). For this research, the researchers will be using non-probability sampling to gather informants which are the teachers.

2. Purposive Sampling

Purposive sampling is a type of non-probability sampling that is selected based on characteristics of a population and the objective of the study (Crossman, 2018). The purposive sampling of this research targets teachers because it aims to gather their opinion on preferences between assessment and exam oriented. They are the most eligible to give such input because they are well-experienced in the field. They know what is best for the schools and students. The researchers also choose the highest position of the teachers for each subject to get the most reliable feedback possible. Their thoughts of mind are very valuable for the study.

Data Analysis

Thematic Analysis

Thematic Analysis is a category of qualitative analysis. The use of it is to analyse classifications and present patterns that relate to the data. It presents the data in great detail and deals with diverse subjects via interpretations (Ridzuan, Ridzuan and Ridzuan, 2018)

FINDINGS AND DISCUSSIONS

RQ 1: What is your opinion about the exam-oriented system in Malaysia's secondary school?

1. Examinations are an important benchmark to evaluate students' performance

Based on Hajjah Azidah bt. Hashim, the head of panel for the Physic subject in SMKBBST, written exams are a way for the students to be evaluated by the teachers to see their progress. She said, "Midterm examinations for example are used by the teachers to see the students' progress on the first half of the term and evaluate it in order to look for space of improvements."

According to Rosida bt. Musa, the head of panel for the Physic subject in SMKSB, written examination is also a reference for parents to see their children's performance at school. However, most teachers do believe that written examinations are only beneficial for those students who are able to memorize well. It would be a burden for those students who are unable to do so.

Based on Jamiza bt. Jamaluddin, the head of panel for Pendidikan Islam in SMKSB, written examination are still important nonetheless to see whether the students could grasp the syllabus or not.

2. Examinations does not encourage critical thinking

Based on Hajjah Azidah bt. Hashim, the head of panel for the Physic subject in SMKBBST, written exams most commonly are based on textbooks. Because of this, the students would not require any critical thinking. All the answers are specifically being written down based on the textbooks. All the students have to do is read.

According to Nor Azah bt. Zainuddin, the head of panel for the English subject in SMKBBST, she said, “With this method of examination, it will make it easier for the students who have the ability to memorise well to score in the examination.”

Based on Nor Aida bt. Husin the head of panel for Pendidikan Islam in SMKBBST, this system of education will create a mindset for students to only learn and memorise for the sake of scoring the examinations instead of attaining the knowledge.

According to Zurainee Bt. Othman, the head of panel for the English subject in SMKSB, with examination around, the teachers would also teach the students to only score the paper in order to reach the required KPI for the teachers instead of nurturing the knowledge for students to keep and use in real life. She also said, “All of this will defeat the real purpose of education for the students.”

CONCLUSION REMARKS:

In overall, the teachers take on the examination-oriented in Malaysia are mixed. Some of the teachers agrees that exams are viable for the students in Malaysia and the rest are not on the same page with the opinion that examination does not encourage students’ critical thinking therefore some tweaks are required for this said system to actually work. Kirkpatrick and Zang (2011), stated that examinations are all about memorising a whole textbook and then recalling it back during the time of examination. Those who have the ability to memorise really well most of the time will be the one to ace during those exams. What is the point of education if it is all about remembering and then forgetting it shortly afterwards? This method will not get the students any better in terms of their critical thinking.

RQ 2: Should the exam-oriented system in Malaysia’s secondary school continue?

1. Examination and assessment are both viable for Malaysia’s education system

Based on Jamiza bt. Jamaluddin, the head of panel for Pendidikan Agama Islam in SMKSB, both examination and assessment should be taken into consideration. Examination should be continued and not totally abolished, along the way includes assessment module throughout the

syllabus to add in more variation. With no examination, the society will perceive schools merely as a place for students to come and go, nothing serious.

According to Nor Azah bt. Zainuddin, the head of panel for the English subject in SMKBBST, she said, “If we go into an education system fully driven on assessment then the students will lose their focus in school and will take their study for granted as they have no more goal to pursue such as achieving astounding result in the exams.”

Based on Hajjah Azidah bt Hashim, the head of panel for the Physic subject in SMKBBST, exam-oriented system also is no good as it’s all about producing excellent grades students. Everything in school revolves around the result. Preparing the students for the real world should be the main objective, straight A’s is not a guarantee that you would survive in the industry.

Based on Zurainee bt. Othman, the head of panel for the English subject in SMKSB, it was already the culture in Malaysia for the parents to see the result in form of numerical and grades, they aren’t fond of reading descriptive writing of the students’ performance just like what they have in Finland for the assessment approach. The Minister of Education just can’t take the whole education system from any nations, apply it to ours and expect it to simply fit right in. Different nation, different culture. Assessment oriented can be used but must be adapted with the schooling environment of Malaysia.

2. Only examination is viable for Malaysia’s education system

Based on Rosida bt. Musa, the head of panel for the Physic subject in SMKSB, Exam-oriented system is a must, cannot be put aside especially for the subject of physic. She said, “In physic syllabus, assessment-oriented is not suitable for the sake that it is only used to reconfirm the theory learned in the textbook, not as an instrument to measure students understanding of the subject.” Today’s version of physic SPM paper 3 is all based on writing and if the system were to revert it back to assessment oriented, most of the students won’t be able to score as they were used to the method of reading, memorising, and then answering the exam. Assessment-oriented perhaps can be implemented but not on a full scale, exam-oriented must be retained.

3. Only assessment is viable for Malaysia's education system

According to Nor Aida bt. Husin the head of panel for Pendidikan Islam in SMKBBST, the subject of Pendidikan Islam requires a full assessment orientation. This is because teachers believe that certain types of knowledge would require solely to be taught and performed straight away. Thus, being evaluated based on students' performance on performing the tasks rather than answering a written test. Certain knowledge can only be attained and maintained by performing the required tasks. For Pendidikan Agama Islam specifically, students are required to read the Al-Quran and memorize certain 'Surah' for PAFA assessments. Certain knowledge such as the performance of 'Tayammum' which is the Islamic act of dry ablution using a purified sand or dust which may be performed in place or ritual washing if no clean water is readily available or if one is suffering from skin diseases, must be taught based on assessment tasks for students to attain the knowledge. Some teachers believe that these types of knowledge cannot be taught and evaluated from an exam-oriented evaluation because students would only memorize it theoretically but do not know how to perform the tasks.

CONCLUSION REMARKS:

Both exams and assessment are situational and are still necessary when the time calls for it. Both of it have its pros and cons. Wahid, Hamid, Low, & Ashhari (2011), stated that exams are outdated, it had been used since the time of British colonial and is no longer relevant. Sman (2018), stated that examination-oriented education system is flawed because it trains the student to focus themselves mainly on examination which means creativity and soft skills will be casted aside. Meanwhile, Whelan & Brown (2011), stated the otherwise, with the existence of the exams, it will help to encourage the students to actually take their study seriously. Norton at el (2001), also stated that assessment is too relaxing for the students and they will take it lightly compared to the pressure being put on by the examination-oriented education system.

RQ 3: How can we improve the education system in Malaysia's secondary school?

1. The facility of the schools must be improved

According to Jamiza bt. Jamaluddin, the head of panel for Pendidikan Agama Islam in SMKSB, upgrading the overall facility of the school such as adding more television and

projector to support in-class teaching for the teachers should be the first thing on the Ministry of Education top priority list if they were to implement a full assessment-oriented system.

Based on Nor Azah bt. Zainuddin, the head of panel for the English subject in SMKBBST, the facilities of the school are really important as it is the medium in assisting teachers for the effective in-class teaching.

According to Rosida bt. Musa, the head of panel for the Physic subject in SMKSB, she said, “The factor of facility such as lack of utensils in lab to conduct experiment and assessment should be the major concern for the Minister of Education to see through.”

2. The number of teachers and students in a classroom must be readjust accordingly

According to Jamiza bt. Jamaluddin, the head of panel for Pendidikan Agama Islam in SMKSB, the government should divert new supply of teachers into the school’s workforce, assessment requires a lot attention and detailing onto each student and one teacher to handle a class is certainly not sufficient.

Based on Rosida bt. Musa, the head of panel for the Physic subject in SMKSB, there should be a new policy to limit the number of students a class should hold, 46 students per class is massive for a teacher to control. Smaller group of students with multiple teachers assigned to that particular class will be the ultimate condition for assessment-oriented system to take place. The students overloading a class is a major obstacle for the teachers to make do of their teaching procedures efficiently. She also added on, “There was a time when the students taking the accounting course were only 16 students in total and the end result of their examination took a dramatic turn with most of them performing extremely well.”

According to Nor Azah bt. Zainuddin, the head of panel for the English subject in SMKBBST, an over-crowded class will halt the teacher’s ability to deliver the content of the subject to each student with clear precision and the students who couldn’t catch a grasp of it will be proceeded to be left behind.

Based on Hajjah Azidah bt Hashim, the head of panel for the Physic subject in SMKBBST, employing more new teachers from the Minister of Education for the school to use by could also be an alternative for this issue of insufficient teachers.

3. The syllabus of the subject must be reviewed again

According to Rosida bt. Musa, the head of panel for the Physics subject in SMKSB, the syllabus for physics subject is way too heavy for the level of a secondary school's student to cope. It was inspired from the content of form 6 students that will sit on for the STPM. The syllabus for form 4 & 5 students should be revised again or overhaul to accommodate these students accordingly.

4. The KPI evaluation system is stressful for the teachers

Based on Zurainee bt. Othman, the head of panel for the English subject in SMKSB, and Nor Aida bt. Husin the head of panel for Pendidikan Islam in SMKBBST, the KPI evaluation system for the teachers is quite a burden for the teachers. It will force the teachers to put pressure on the students to perform well in the examination or else their rating might go down. It creates a non-friendly environment for both sides. Students under any teachers that didn't manage to perform well in the examination shouldn't relay any negative images through the KPI evaluation system with perception that the affected teachers are not suiting for the job. There are many variables contributing to this. Maybe it is just the question scheme structured for that year was designed to be challenging or the students during that batch wasn't bright enough. The system should not have the privilege to decide the merit on which teacher is good and who is not. The circumstances differ from one to another.

CONCLUSION REMARKS

If any changes were to be suggested by the Minister of Education, they must consider every scenarios and possible outcomes from the shifting of the policy. As example, introducing assessment method for Malaysian education system may sounds good on paper but the factors such as incompetent facility, not enough teachers and so on must first be given the right attention before any of those ideas might actually be implemented. Boudreaux, McNeal & Martin (2015), stated that facilities is really important to help students have the peace of mind in studying at school. Koc & Celik (2014), also stated that students in smaller classes will usually be the one to have better academic performances. Yeoh (2013), also supports the point by Madam Zurainee and Nor Aida, stating that evaluation for the teachers must take into

account of overall aspects as the job scope of a teacher is really large and to narrow it down for it to be evaluated only based on the students' examination result is really inappropriate

CONCLUSION

At the beginning of this research, the researchers through the reading of scholars' journal and article thought that the implementation of a full assessment-oriented education system will work as intended for schools' in Malaysia. It works for other nations worldwide so why it won't work the same for Malaysia's education system. But as the researchers go deeper into the study and interviewed first-hand the fellow teachers that are directly involved with the education system itself, only then the researchers realise that are more factors that need to be considered for such system to occur. It's not a walk in the park. One of the most significant point stated by the teachers is that Malaysian students' attitude and culture toward assessment differs from other countries. They are used to exams that changing it to assessment out of the blue will be huge of an impact for them to take. The most notable one is that with the examination gone, they will lose the interest to study as they see no more real purposes and goals to go after. Furthermore, the facilities of the schools in Malaysia are also not in a good shape either to support an assessment-oriented system which requires well-equipped tools and amenities for it to be carried out. The number of teachers per school is also not sufficient to sustain that said system. However, the teachers do agree that assessment-oriented system is a brilliant idea, but it will only be so if the problems and criteria stated above can be solved and fulfilled. The teachers suggested for a middle ground solution, assessments and exams must both be practised in conjunction with one and another. Exam-oriented helps the students to reconfirm the understanding of the theory they had learned from the syllabus and assessment-oriented seal the deal by making sure that students will be able practise the theory itself. To conclude, assessment may be viable for Malaysia's education system, but it must be started off at a smaller scale to see how well it goes and examination must stay.

RECOMENDATION

- The number of teachers assigned to a class and the number of students in one class must be suitable with the capability of the teachers in carrying out a learning session. Especially in assessment-oriented where much more attention must be given onto the students. Fresh new teachers also must be employed to schools that are in insufficient need of teachers to handle the students.
- The facility of the schools also must be improved drastically. A well-equipped facility will assist the teacher greatly so that their in-class education can go on smoothly. Facilities such high-definition projectors, modern whiteboard, and air-conditioned classroom, will assert motivation into the students to study well in schools as they now have the peace of mind.
- If the Ministry of Education were to take inspiration of any education system from other nations such as Finland, they must also take into considerations of many factors here in Malaysia, one of them could be the school environment. Appropriate adaptation must be done to ensure that the new education system will suit the culture and norms in Malaysia.
- Teachers also must not be given extra burden that is not within their job scope. Teachers should only focus on their work in class, other tasks such as accompanying students to any district tournament outside of school are not supposedly included in teachers' responsibility.
- The KPI evaluation system is also very ruthless for the teachers and must be revised again. As the result of this KPI evaluation system, the teachers are now slaves to the examination result if they were to come out as a teacher with distinctive quality. The teachers will need the students to score well in the exams for their own sake, and in reaction to this, the teachers will educate the students only based on the exams scheme and not referring to the syllabus.

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