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The Implementation of *DSKP KSSR* (Revision 2017) for Visual Arts Education among Primary School Teachers

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Abstract

Teacher readiness is crucial for the successful implementation of reforms in 2017. The revised Primary School Standards-based Curriculum (KSSR) was used by the Malaysian Ministry of Education (MoE) to issue the Standards-based Curriculum and Assessment Document (DSKP) for Visual Arts Education (VAE). This study aims to identify the level of understanding, implementation of teaching and learning (T&L), and classroom assessment (CA) practices among primary school VAE teachers based on the *DSKP KSSR* VAE. Through systematic random sampling, 246 primary school VAE teachers in Selangor participated in an online survey. The study findings indicate that primary school VAE teachers have a high level of understanding (mean = 4.33, SD = 0.683), high T&L implementation (mean = 4.31, SD = 0.641), and high CA implementation (mean = 4.29, SD = 0.637). Pearson correlation analysis reveals a significant positive linear relationship between understanding and T&L implementation ($r = 0.698$, $p = 0.00$), as well as the relationship between understanding and CA implementation ($r = 0.636$, $p = 0.00$). Overall, primary school VAE teachers in Selangor exhibit a strong understanding of *DSKP KSSR* (2017 Revision) VAE and effectively implement T&L and CA practices. Recommendations for future research include exploring other factors influencing teachers' understanding and implementation, such as locality disparities between urban and rural schools.

Keywords: DSKP, KSSR (2017 Revision), Visual Arts Education, Teaching and Learning, Classroom Assessment

Introduction

To enhance the Primary School Standards-based Curriculum (KSSR) that was originally adopted in 2011, the VAE *KSSR* (2017 Revision) has undergone modifications in curricular material, pedagogy, and evaluation (Ministry of Education Malaysia, 2016). To guarantee that the students produced can handle the challenges of the twenty-first century, the curriculum's substance is upgraded (Khory et al., 2021). Furthermore, the Malaysian Ministry of Education (MoE) emphasises the use of the student-centred teaching process as a means of implementing T&L through *KSSR* (2017 Revision). Student-centred teaching pedagogy, according to Jusof (2022), focuses on emphasising student involvement to develop their potential in accordance with contemporary needs. Thus, the MoE introduced Classroom

Assessment (CA) as a technique that allows teachers to evaluate students based on the values, knowledge, and skills they have gained through *KSSR* (2017 Revision). To see the development process in student holistic learning, CA must be consistently adopted throughout the T&L process (Marnizam & Ali, 2021).

The 2017 revision of the Standards-Based Curriculum and Assessment Document (DSKP) serves as a guide for the implementation of VAE curriculum in primary schools. Teachers use DSKP as their primary source of information while organising and carrying out T&L (Saliman & Mahamod, 2023). Therefore, in order to implement teaching and assessment based on the goals of the *KSSR* (2017 Revision), VAE teachers must understand the DSKP. Som et al. (2021) state that when a teacher is unable to understand and grasp the requirements of a subject, it will lead to issues where teaching goals are not met and students are unable to grasp the information that is being imparted. It is not a recent problem for teachers to be unaware of the demands of a new subject that the MoE has introduced. Teachers frequently encounter a range of difficulties and issues when delivering T&L sessions to students in the classroom. Lee et al. (2022) state that one contributing cause is that VAE teachers may not have had enough exposure to the visual arts in terms of knowledge and abilities. Yatim et al (2020), who note that there is a problem with the teachers' lack of in-depth knowledge of pedagogical expertise and the content of the courses they teach, also support this. Moreover, this issue concerns both competent and experienced teachers as well as non-options and inexperienced ones. To provide a comprehensive image of the degree of competency of primary school VAE teachers, it is crucial to examine their understanding and implementation of T&L and CA. Lastly, the paper will include an explanation of the issues, discoveries, disscusion, and conclusions from this investigation.

Problem Statement

Four new modules have been added to the VAE curriculum for primary schools in order to better match the aims, objectives, and focus of the curriculum while also keeping up with contemporary demands. To ensure that they are always current and in line with the requirements to conduct the T&L of this subject, teachers must assess or re-examine their knowledge and skills. The DSKP includes curriculum standards that are divided into three categories: performance, learning, and content standards. Teachers are worried about these changes because they will put their knowledge and established routines to the test (Yeh & Khairani, 2018). If the teacher is unable to understand the DSKP's components, students will not be able to grasp the curriculum as intended, which will further impede the T&L process (Isa & Mahamod, 2021). Consequently, the desire and collaboration of teachers are critical to the success of implementing a change in the education system, as stated by Kanafadzi and Jamaludin (2021).

The VAE *DSKP* (2017 Revision) that was published contains technology-based and 21st century learning strategies that require teachers to use high-level thinking skills (KBAT). As a result, in order to ensure that T&L is implemented to raise interest and inspire students to follow the instruction, teachers today must possess a wide range of knowledge, abilities, and appropriate pedagogical methods (Kuek et al., 2023). However, despite the introduction of numerous 21st century teaching methodologies, teachers continue to implement T&L according to their existing knowledge and skills (Yusoff & Husain, 2020; Suhaimi & Shaffeei, 2023). Abd Samad et al (2018) state that T&L has not historically supported students' development of critical thinking skills or problem-solving abilities in the classroom.

Furthermore, CA refers to the idea of using the VAE *KSSR* (2017 Revision) for assessment and measurement of student growth. CA emphasises the use of written, oral, and observational techniques for formative and summative assessment. However, despite the idea of CA through *KSSR* (2017 Revision), some teachers continue to administer evaluations using the conventional exam-oriented manner, according to Yuh & Kenayathulla (2020). As a result, and as stated explicitly in the updated *DSKP* for VAE, primary school VAE teachers will have challenges in implementing T&L and CA in accordance with MoE requirements if this issue is not resolved.

A teacher should be highly skilled, knowledgeable, and motivated to fulfil the obligations and responsibilities of his students. He should also possess vast knowledge of the subjects he teaches. In order to assist teachers in enhancing their knowledge and abilities for the implementation of *KSSR*, the MoE has organised a number of programmes, including training sessions and courses (Huai & Lian, 2015; Zen & Tek, 2018). Irwin (2018) found in his research that although teachers are eager and driven to teach VAE, they lack the necessary preparation because there aren't many opportunities for them to advance their knowledge, abilities, and experience through conferences and training. Yeh (2021) claims that in the meantime, teachers continue to be perplexed by the training sessions and courses offered because of the unclear material. This also adds to the poor mastery level aspect that primary school VAE teachers have when it comes to putting the revised *KSSR* into practice with their students. The anticipated curriculum reforms would come to a standstill if T&L and CA are not thoroughly understood and implemented. Teachers are the implementers who produce students to meet the VAE *KSSR* (Revision 2017) goals, hence this issue needs to be emphasised.

Research Objective

The research on primary school teachers' usage of *DSKP* for VAE of *KSSR* (Revision 2017) aims to accomplish the following

i. Identifying the level of understanding of primary school VAE teachers towards *DSKP KSSR* (Revision 2017) for Visual Arts Education.
ii. Identifying the level of implementation of teaching and learning by primary school VAE teachers based on the *DSKP KSSR* (Revision 2017) for Visual Arts Education.
iii. Identifying the level of classroom assessment implementation by primary school VAE teachers based on *DSKP KSSR* (Revision 2017) for Visual Arts Education.
iv. Identifying the relationship between the level of understanding and the level of implementation of teaching and learning by primary school VAE teachers based on *DSKP KSSR* (Revision 2017) for Visual Arts Education.
v. Identifying the relationship between the level of understanding and the level of implementation of classroom assessment by VAE teachers based on the *DSKP KSSR* (Revision 2017) for Visual Arts Education.

***DSKP KSSR* (Revision 2017) for Visual Arts Education**

The data in the MoE-published *DSKP* serves as the foundation for the application of the *KSSR* (Revision 2017) for VAE. For VAE teachers, this *DSKP* serves as their primary source of reference. It includes instructions for administering assessment as well as curriculum content (Palanivel et al., 2023). Furthermore, T&L tactics and approaches that are suggested for teachers to use while putting the curriculum's content into practice for students are included

in *DSKP* (Salleh et al., 2023). The *KSSR* (revision 2017) for VAE aims to mould students' growth in the visual arts area, with a particular emphasis on creating students who are literate in the visual arts (MoE, 2021). The main goal of the *KSSR* (revision 2017) for VAE is to make sure that students can apply their understanding of the visual arts language, work imaginatively and artistically, recognise the importance of art, and consistently uphold moral principles. Accordingly, four curriculum modules visual art language, visual art skills, visual art creativity and innovation, and visual art appreciation were used to create and structure *KSSR* VAE (Yong et al., 2023). Based on the *KSSR* curriculum model (Revision 2017) for VAE, these four modules feature art creation activities, the display of works, and art culture as a practice in life, as seen in Figure 1.

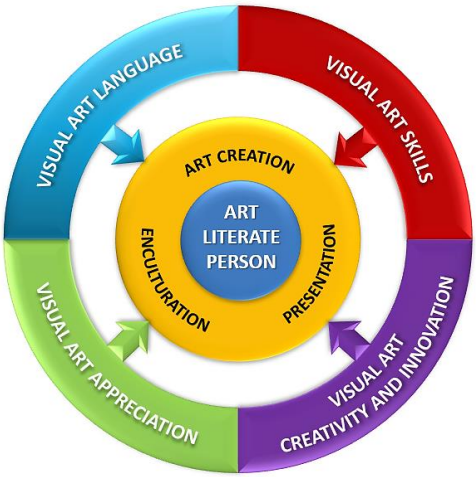

Figure 1: *KSSR* Model (Revision 2017) for Visual Arts Education

Primary school students studying VAE are introduced to the fundamentals of art elements and design principles, such as lines, colours, shapes, harmony, contrast, and balance, through the Visual Arts Language module (Nor, 2021). Parks (2014) asserts that those who understand the fundamentals of visual art are capable of creating a wide range of artistic works. The curriculum model includes the Visual Arts Skills Module, which teaches students how to develop their ability to create work by exploring many facets of the manufacturing process, applying techniques, and using tools and materials that require mastery. Based on a solid foundational understanding of visual art, students' visual art skills can be developed (Ramli & Musa, 2020). The Visual Arts Creativity and Innovation module was designed to help students express their innovative ideas and creativity through the creation of simple traditional crafts, constructing structures, creating images, and patterns (Lee et al., 2022). The fourth module, Appreciation of Visual Arts, is utilised to ensure that students possess a complete literacy in visual arts. Students share their thoughts and ideas on the work that has been produced, either orally or in writing, in this module, which is also known as the process of appreciating the work of art. Students are encouraged to be more analytical and creative when producing a piece of art during this visual art appreciation lesson (Nor et al., 2020).

Implementation of Teaching and Learning Based On *DSKP KSSR* (Revision 2017) For Visual Arts Education

The MoE Professional Circular Letter 5/2019 mandates that teachers implement T&L in accordance with the VAE curriculum material, with a minimum time commitment of 32 hours in one year. At the primary school level, the VAE T&L implementation consists of four curriculum modules covering four major themes. According to Yeh et al (2022) there are four primary areas of focus: learning about drawing and creating images; creating patterns and designs; forming and constructing structures; and traditional crafts. Teachers instruct and mentor students in the creation of artwork in the drawing medium, including paintings, posters, mosaics, and printsmaking (Kuek et al., 2023). The field of drawing is a key component in the VAE curriculum, where students are introduced to the skills and concepts of drawing and creating images. Teachers should place a strong emphasis on students' cognitive growth as well as their ability to create images utilising a variety of media (tools and materials) and production procedures that are grounded in the principles of composition, balance, structure, and space the language of visual art. Students are given the opportunity to communicate what they perceive in this drawing exercise, then they can redraw on the drawing paper based on their interpretation of the image's appearance and shape (Taisin, 2018).

Teachers that engage in creating patterns and designs instruct students on how to generate patterns using specific procedures and then transform them into designed objects. Among the methods used to create patterns for student activities in elementary schools include stencil printing, bonding, dipping, and plastering (Acung & Chee, 2019). Teachers that engage in pattern design for print provide information and abilities to students based on traditional, geometric, and flora-fauna references. This field aims to develop students' perception, skills, and abilities in the creation of patterns and designs. The teacher also helps the class come up with ideas for designs or works of art that can be created utilising the finished patterns.

Subsequently, lessons in the area of forming and constructing structures offers chances and demonstrates that learners are capable of creating three-dimensional pieces (Selvarajah et al., 2021). This field focuses on activities aimed at creating three-dimensional artworks. Students are encouraged to choose appropriate tools and materials based on the selected activities. The primary goal of the teacher's lesson is to enable the students to create three-dimensional pieces that highlight the language of visual art that is, space, shape, structure, balance, and stability. Models, dioramas, puppets, masks, and sculptures are examples of three dimensional creations. The final area of study is traditional craft knowledge. Students can learn about traditional crafts based on the culture of their background in this topic. This field focuses on introducing students to traditional crafts, emphasizing an understanding of the cultural and artistic heritage associated with these crafts. In addition to fostering students' appreciation of this nation's artistic legacy, teachers in this subject make sure that students are aware that traditional crafts including weaving, pottery, *batik*, *tekat*, and *keris* exist (Noh, 2019).

Additionally, based on one of the six objectives in Malaysia Education Blueprint (PPPM) 2013-2025, *DSKP KSSR* (Revision 2017) for VAE in primary schools recommend teachers to use T&L in a student-centred fashion to encourage students to possess critical thinking at a high

level. As a result, teachers must serve as facilitators and students must build knowledge in addition to receiving it (Razak et al., 2023). According to Santyasa (2018), teacher centred T&L makes students feel bored and just comply to teacher's instruction. When T&L is implemented in primary schools, teachers use creative teaching aids to pique students' attention and deepen their comprehension. This is an example of VAE T&L in action. Yusoff & Husain (2020); Razak et al (2023) support this point by stating that interactive teaching aids like notes and diagrams with interactive patterns can pique students' interest in the course and foster an engaging learning environment. In addition, teachers must incorporate Cross Curriculum Elements (CCE) into their teachings in accordance with *DSKP KSSR* (Revision 2017) for VAE primary schools (Hamzah et al., 2022). Financial education, science and technology, innovation and creativity, language, environmental sustainability, global sustainability, entrepreneurship, patriotism, and pure values are the ten components of CCE (Zainuddin et al., 2018). Teachers can employ CCE, as added value component of the T&L process to help students reach their full potential in terms of knowledge, skills, and values for future use (Moe, 2021).

Implementation of Classroom Assessment Based on *DSKP KSSR* (Revision 2017) for Visual Arts Education

The purpose of classroom assessment based on the *DSKP* is to provide a broad picture of how students are learning and developing. Furthermore, CA offers data regarding the efficacy of T&L that teachers prepare and carry out. VAE assessments are formatively and holistically completed in the classroom (Häikiö 2021). Teachers can use a variety of strategies to assess students including assignments, projects, quizzes, and questions and answers (Yeh, 2021). Effective assessment techniques that VAE teachers frequently employ to gauge students' skill levels include written, oral, and observational methods (Razak et al., 2023). The VAE curriculum's oral evaluation technique is typically implemented by the teacher through a question and answer session in which the teacher poses query to elicit understanding and students respond orally about what they have learned (Puteri et al., 2022). Ladin (2015) states that VAE teachers employ the observation approach, in which they watch students use tools and materials, generate work using the proper procedures, come up with ideas, and complete the work they have started. On the other hand, the written evaluation is the outcome of the student's writing; in other words, the student interprets elements of writing abilities and concept organisation. Results of student work, like portfolio writing can be assessed as real proof of how well students are learning VAE subjects (Palanivel et al., 2023).

As part of the CA implementation, students' achievement and progress are assessed, documented, and reported according to the T&L they have completed (Tan & Kenayathulla, 2020). CA uses tools that subject teachers have created and prepared based on the assessment criteria in order to evaluate students. Hayes (2020) asserts that teachers must exercise caution while selecting the right assessment tools in order to evaluate students' growth and achievement. As a result, teachers must employ evaluation tools that satisfy the requirements and are directed by the interpretation of *DSKP KSSR* Revision (2017) VAE performance standards in accordance with the lessons. The teacher must next ascertain the student's degree of mastery and document it in the CA reporting form. To ensure that the degree of mastery that is recorded is accurate and authentic, the method of assessing and documenting students' mastery must adhere to the teacher's professional judgement (Hajmi, 2022). While Juan et al (2023) state that students must demonstrate a minimum level of

mastery in order for follow-up activities to be implemented and assist them further. This is done to ensure that students keep up with their studies and are able to grasp all of the VAE course material.

Research Design

In order to collect data from the respondents, a questionnaire instrument is used as a research tool in a quantitative survey approach for this study. Creswell (2014) states that this approach makes it simple and quick to get responder feedback data. As Thalahuddin (2016) points out, this method has the benefit of consistently providing descriptive information and allowing for the acquisition of different kinds of information at a given moment.

Population and Sample Study

Every primary school in Selangor participated in the survey. The reason for this choice is that there is currently no research of this kind conducted there, particularly with regard to VAE in primary schools. Teachers who teach VAE in year 2023 made up the study population, and systematic random sampling technique was used to choose the study sample. Chua (2021) claims that this process is carried out to provide every respondent in the population with the chance to be selected as a sample that accurately represents the study population. 246 VAE teachers in Selangor's primary schools are selected number of samples from the population calculated using Krejcie & Morgan's (1970) model.

Research Instrument

As a research tool, the questionnaire was developed using the purpose and research questions adapted from the study by (Ilhavenil et al., 2020). There are four sections to the questionnaire. Part A of the questionnaires ask about the respondents' demographics, or basic information, whereas Part B asks on their understanding of *DSKP*. T&L implementation is done in Part C, and CA implementation based on *DSKP KSSR* Revision (2017) for VAE is done in Part D. The type of measurement used for parts B, C, and D, which contain 21 items, is using a 5-point Likert scale by Taherdoost (2019), where 1 equals strongly disagree; 2 equals disagree; 3 equals neither agree nor disagree; 4 equals agree; and 5 equals strongly agree.

Validity and Reliability

By consulting two experts, the content validity of the questionnaire instrument that was created was ascertained. References and conversations lead to the implementation of refinement in terms of grammar, phrase structure, and item order, and a pilot study involving thirty teachers tested the dependability of the research instrument. At 0.944, the obtained Cronbach Alpha coefficient has a high value. The findings indicate that every item on this questionnaire is retained for use in the investigation. Table 1 contains the specifics of the Cronbach Alpha coefficient values.

Table 1
Cronbach Alpha coefficient value

Construct	Number of Item	Cronbach Alpha coefficient value
Understanding the *DSKP*	8	0.977
Conducting T&L	8	0.915
Conducting CA	5	0.940
Overall	21	0.944

Data Analysis

Descriptive and inferential analysis are performed on the research data that was acquired, gathered, and examined using Statistical Package for the Social Science (SPSS) version 27. Statistics in terms of frequency, percentage, mean, and standard deviation were displayed using descriptive analysis. Table 2 displays the mean score after it was interpreted using the five level Likert scale proposed by Ibrahim and Don (2014).

Table 2
Interpretation of the mean score

Average Mean	Mean Score Interpretation
1.00 – 1.89	Very Low
1.90 – 2.69	Low
2.70 – 3.49	Moderate
3.50 – 4.29	High
4.30 – 5.00	Very High

Source: Ibrahim and Don (2014)

The Pearson correlation test is used for the remaining inferential statistics, which examine the relationship between variables. The correlation strength in this investigation was measured using the interpretation of Kaviza (2019), as Table 3 demonstrates.

Table 3
Interpretation of correlation strength

Mean Score	Strength
0.71 – 1.00	Very High
0.50 – 0.69	High
0.30 – 0.49	Moderately High
0.10 – 0.29	Low
0.00 – .09	Irrelevant

Source: Kaviza (2019)

Findings

A systematic random sampling procedure was used to choose a sample of 246 teachers for the study. The study's respondents are primary school teachers who teach VAE in Selangor. The results indicate that 89 individuals (36% of the sample) were male and 157 individuals (64% of the sample) were female. Regarding teaching experience, the group of teachers revealed that 62 respondents (25.2%) had five to ten years of experience, 84 had less than five years (34.1%), and 100 had ten years or more (40.7%). Furthermore, based on the

demographic data gathered for the VAE option teachers, the majority of respondents 148 individuals, or 60.2% are non options, whereas 98 individuals, or 39.8%, are from VAE options. It was discovered that 188 individuals (76.4%) had participated in a *KSSR* (Revision 2017) for VAE course, whereas just 58 individuals (23.6%) had never done so. Table 4 summarises the respondents' demographic information on gender, teaching options, teaching experience, and participtionin *DSKP KSSR* (Revision 2017) courses for VAE.

Table 4
Demographics of study respondents

Category	Frequency (%)
A1. Gender	
Male	89 (36 %)
Female	157 (64 %).
A2. Teaching Experience	
5 to 10 years	62 (25.2%)
Less than 5 years	84 (34.1 %)
More than 10 years	100 (40.7%)
A3. Option Teachers	
VAE option teachers	98 (39.8 %)
Non option teachers	148 (60.2%)
A4. *KSSR* related course	
Attended	188 (76.4%)
Never attended	58 (23.6 %)

The Level of Teachers' Understanding of the *DSKP KSSR* (Revision 2017) for VAE Construct
The key element influencing how well teachers implement T&L and assessment management in the classroom is their level of understanding. In this study, primary school VAE teachers were presented with eight questions to gauge their knowledge of *DSKP KSSR* (Revision 2017) for VAE. The understanding construct's highest mean, 4.41 (SD =.624), is seen in item B2, which measures understanding of the *DSKP KSSR* (Revision 2017) objectives for VAE. Item B7, which measures understanding of the *KSSR* Visual Art Appreciation Module (Revision 2017) for VAE, had the lowest mean, 4.28 (SD =.756). The *DSKP KSSR* (Revision 2017) construct for teachers' understanding in VAE has an overall mean of 4.33 (SD = 0.683). Table 5 displays the specifics of the teachers' understanding of *DSKP KSSR* (Revision 2017) for VAE.

Table 5
The level of teachers' understanding of DSKP KSSR (Revision 2017) for VAE Construct

No.	Item	Mean	Standard Deviation	Level
B1.	I understand the aim of VAE *KSSR* (Revision 2017)	4.36	.659	Very High
B2.	I understand the objectives of VAE *KSSR* (Revision 2017)	4.41	.624	Very High
B3.	I understand the focus of VAE *KSSR* (Revision 2017)	4.40	.630	Very High
B4.	I understand the VAE curriculum organization of *KSSR* (Revision 2017)	4.30	.662	Very High
B5.	I understand the VAE's *KSSR* Visual Arts Language Module (Revision 2017)	4.32	.716	Very High
B6.	I understand VAE's *KSSR* Visual Arts Skills Module (2017 Revision).	4.34	.703	Very High
B7.	I understand VAE's *KSSR* Visual Arts Creativity and Innovation Module (Revision 2017).	4.30	.711	Very High
B8.	I understand VAE's *KSSR* Visual Art Appreciation Module (2017 Revision).	4.28	.756	High
	Overall Mean =	4.33	0.683	Very High

The level of teaching and learning implementation based on the *DSKP KSSR* (Revision 2017) for VAE Construct

The manner in which teachers implement T&L demonstrates their understanding of the requirements and desires outlined in the *DSKP KSSR* (Revision 2017) for VAE. Up to eight items were given to teachers in this study. Based on the analysis, item C1, which is to carry out student-centred activities, has the highest mean, 4.45 (SD =.589). Item C6, which is teaching the field of learning traditional crafts successfully, has the lowest mean among the items in the T&L implementation level construct, with a mean of 4.19 (SD =.770). Based on the *DSKP KSSR* (Revision 2017) for VAE, the overall mean for T&L implementation is 4.31 (SD =.641). Table 6 displays the details of the T&L implementation level based on the *DSKP KSSR* (Revision 2017) for VAE.

Table 6
The Level of teaching and learning implementation of DSKP KSSR (Revision 2017) VAE Construct

No.	Item	Mean	Standard Deviation	Level
C1.	I implemented student-centred activities for the VAE *KSSR* (Revision 2017).	4.45	.589	Very High
C2.	I implement T&L according to the curriculum content set in VAE *DSKP KSSR* (Revision 2017)	4.36	.653	Very High
C3.	I teach drawing and creating images effectively	4.36	.574	Very High
C4.	I teach creating patterns and designs effectively	4.37	.577	Very High
C5.	I teach forming and constructing structures effectively	4.21	.701	High
C6.	I teach the traditional craft effectively	4.19	.770	High
C7.	I apply Cross Curriculum Elements in T&L	4.20	.694	High
C8.	I use teaching aids in every T&L	4.35	.572	Very High
	Overall Mean =	4.31	0.641	Very High

The Level of classroom assessment implementation based on the *DSKP KSSR* (Revision 2017) for VAE Construct

One indication that teachers can carry out assessments in accordance with the needs in *DSKP KSSR* Revision (2017) VAE is the implementation of assessment by teachers who frequently use CA with students in the classroom. Teachers were given five items to determine their level of CA implementation based on *DSKP KSSR* Revision (2017) VAE through this study. The findings indicate that item D3, which assesses students' degree of mastery following the completion of a set of learning standards, has the highest mean among the items in the CA implementation construct, with a mean of 4.34 (SD =.590). With a mean of 4.24 (SD =.660), item D2, which assesses student achievement through a variety of techniques, has the lowest mean. Based on *DSKP KSSR* (Revision 2017) VAE, the overall mean for CA implementation is 4.29 (SD =.637). Table 7 displays the specifics of the CA implementation level based on the *DSKP KSSR* (Revision 2017) for VAE.

Table 7
The Level of Classroom Assessment Implementation Based on the DSKP KSSR Revision (2017) for VAE Construct

No.	Item	Mean	Standard Deviation	Level
D1.	I conduct assessments through various T&L activities in VAE	4.27	.654	High
D2.	I measure student achievement using various methods	4.24	.660	High
D3.	I determine the student's mastery level after completing a group of Learning Standards	4.34	.590	Very High
D4.	I determine the student's mastery level according to professional judgement	4.37	.616	Very High
D5.	I improve student performance through appropriate follow-up actions	4.27	.665	High
	Overall Mean =	4.29	.637	High

Is there a significant relationship between the level of understanding and the level of teaching and learning implementation based on the *DSKP KSSR* (Revision 2017) for VAE?
Based on *DSKP KSSR* Revision (2017) for VAE, an inferential analysis has been used to investigate the relationship between the factors for the level of understanding and the level of T&L implementation. This analysis is carried out based on the research hypothesis (Ho^1), there is no significant between the level of comprehension and the level of T&L implementation. The data is normally distributed, which means that all the requirements for carrying out this analysis have been met. The degree of the association between the two variables was determined using Pearson's correlation test. The study results, which are based on Table 8, indicate that there is a significant correlation between the mean level of knowledge ($r = 0.698$, $p = 0.00$) and the degree of T&L implementation. This data indicates that there is a significant positive correlation between the mean level of understanding and the and T&L implementation of primary school teachers. As a result, Ho^1 has been rejected as is found that there is a significant relationship between the mean level of understanding and the level of T&L implementation.

Table 8
The relationship between the mean level of understanding and the level of teaching and learning implementation based on the DSKP KSSR (Revision 2017) for VAE

		The Level of T&L Implementation	Strength
The Level of DSKP Understanding	*Pearson Correlation*	.70**	High
	Sig. (2-tailed)	.000	
	N	246	

***. Correlation is significant at the 0.01 level (2-tailed).*

Is there a significant relationship between the level of understanding and the level of classroom assessment implementation based on the *DSKP KSSR* (Revision 2017) for VAE?

Determining the level of understanding of *DSKP KSSR* (Revision 2017) and CA implementation requires an inferential analysis to examine the relationship between the variables. This analysis is based on the research hypothesis that states that there is no correlation between the levels of understanding and the level of CA implementation for VAE (Ho^2) based on the *DSKP KSSR* (Revision 2017). The data is normally distributed, which means that all the requirements for carrying out this analysis have been met. The strength of the association between the two variables was determined using Pearson's correlation test. The study results, which are shown in Table 9, indicate that there is a substantial Pearson correlation between the mean level of understanding ($r = 0.636$, $p = 0.00$) and the level of CA implementation. Based on the *DSKP KSSR* (Revision 2017) for VAE, the value obtained indicates that there is a considerably high positive linear relationship between the mean level of understanding and the level of CA implementation for primary school teachers. As a result, Ho^2 rejected. The value obtained thus demonstrates that there is a significant relationship between the mean level of understanding and the level of CA implementation.

Table 9

The relationship between the mean level of understanding and the level of classroom assessment implementation based on the DSKP KSSR (Revision 2017) for VAE

		The Level of CA Implementation	Strength
The Level of *DSKP* Understanding	Pearson Correlation	.64**	High
	Sig. (2-tailed)	.000	
	N	246	

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion

Using the *DSKP KSSR* (Revision 2017) for Visual Arts Education as a basis, this study attempts to determine the teachers' level of understanding and the way T&L and CA are implemented. An outline of the MoE's goals for 2013–2025 based on the PPPM framework may be obtained from this study. Thus, in terms of the respondents' understanding of the *DSKP KSSR* (Revision 2017) for VAE, the study's findings clarify that the respondents' total mean level of understanding is very high. This indicates that teachers have a thorough understanding of the aims, purposes, themes, and structure of the VAE curriculum as it is based on the *DSKP KSSR* (Revision 2017). In the meantime, the teachers are also aware that there are four new curriculum modules that need to be learned: visual art appreciation, visual art language, visual art skills, and visual art creativity and innovation. The study's findings also demonstrate that, all three modules (with the exception of the visual arts appreciation module, which is at a high level) are at a very high level. This result is consistent with the assertion made by Smart et al (2013) that teacher understanding can be attained provided they are aware of the tasks that need to be completed during T&L with students.

Based on the *DSKP KSSR* (Revision 2017) VAE, the overall mean for the element of teachers' T&L implementation level is very high. This research suggests that VAE teachers in primary schools may conduct T&L in accordance with the curriculum's predetermined material and carry out student-centred activities, as mandated by the *KSSR* framework. In

comparison to the areas of creating patterns and designs, which are at a very high level, VAE teachers are also capable of carrying out T&L activities for four areas: learning about drawing, traditional crafts, and constructing structures efficiently. Furthermore, the study's findings clarified why VAE teachers in primary schools frequently incorporate CCE into T&L and employ instructional aids each time T&L is conducted. This is why integrating CCE into their lesson was explained by the 60.2% of respondents who were non-option VAE teachers. Stronge (2018) argues that the primary reason teachers do not use the T&L VAE method is because they lack the necessary teaching ability. On the contrary, primary school teachers claimed they could apply T&L as outlined in *DSKP KSSR* (Revision 2017) in light of the study's findings. This demonstrates how teachers continue to fulfil their obligations to students in order to guarantee the attainment of the targeted human capital through *KSSR* objectives.

In comparison to the implementation of T&L, which is found to be at very high level, the study's findings also show that the overall mean of CA implementation by respondents, as measured by the *DSKP KSSR* (Revision 2017) for VAE, is at a high level. According to this data, VAE teachers in primary schools are capable of implementing CA, administering assessments through a variety of T&L activities, and assessing student achievement orally, through observation, in writing, or both. Research indicates that VAE teachers capability to assert student proficiency on professional judgement it found to be at a high level. VAE teachers in primary schools can also execute CA at a very high level by providing students with suitable interventions. According to the study's proportion of demographic data, 58 out of 246 respondents are teachers who have never taken the *KSSR* course, which also covers the understanding and application of CA. This demonstrates that primary school teachers are dedicated and capable of learning on their own without requiring any special education or training. This study's data refutes Yeh's (2021) finding that VAE teachers, despite having attended and engaged in *KSSR*-related courses at the State Education Department (JPN), District Education Office (PPD) or internal school levels, are incapable of implementing CA. The development of technology is one aspect that may have an impact on this scenario. It enables novice teachers to learn autonomously and rapidly acquire material, and enhancing their proficiency. Razak et al (2023) state that VAE teachers implement their T&L using *KSSR* related videos that have been released through online programmes like MoE's flatform Digital Educational Learning Initiative Malaysia (DELIMa), the Curriculum Development Division portal (BPK) MoE, or websites from other VAE teachers.

According to the *DSKP KSSR* (Revision 2017) for VAE, the data from this study likewise demonstrates a significant correlation between primary school teachers' levels of understanding and T&L implementation. The results analysis also reveals a significant correlation between primary school teachers' level of CA application and their understanding of the subject. The study's findings indicate that when teachers' understanding of *DSKP* increase, so will their application of T&L and CA, resulting in a general improvement in both areas. This is consistent with the claim made by Subramaniam et al (2021) that understanding and the manner in which teachers conduct the teaching and evaluation process have a very strong positive link. Huai & Lian (2015); Zen & Tek (2018) assert that teachers who participate in training programmes and courses can enhance their knowledge and abilities and support students in *KSSR* implementation. In order to ensure that teachers are more knowledgeable about and adept at implementing T&L and CA than they were in the past, MoE, JPN, PPD, and schools must constantly organise and carry out courses and training.

Conclusion

The MoE, JPN, PPD, and the school have been organising training sessions, courses, and other initiatives since 2017 to help teachers understand and use the *DSKP KSSR* (Revision 2017) for VAE for students in particular. Teachers who complete the course will exhibit notable differences from those who do not, since the course can increase the teacher's confidence in achieving their goals (Yeh & Khairani, 2018; Pozo-Rico et al., 2020). Overall, the study's findings demonstrate that there is a very high level of understanding, application, and use of T&L and CA based on the *DSKP KSSR* (Revision 2017) for VAE. This creates a positive impression that VAE teachers in primary schools who teach this topic have an opinion and believe they are capable of understanding the *DSKP KSSR* (Revision 2017) for VAE developed by MoE. According to the study's findings, primary school VAE teachers can use T&L and assessment in the classroom to track students' growth and achievement, which will enhance their learning. This is consistent with the belief held by Tajudin & Abdullah (2018) that teachers possess an elevated level of skills, knowledge, and attitude, which inspires them to take on accountability and do their jobs. It is recommended that a qualitative study be conducted in addition to this quantitative approach in order to get more detailed information regarding the understanding and use of T&L and CA by teachers as determined by the *DSKP KSSR* (Revision 2017) for VAE. To learn more about this area, additional factors that impact teachers' understanding and implementation of T&L and CA, such as workload, motivation, or grade disparities between teachers in urban and rural schools, can be futher investigated.

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