

# LECTURERS' PERCEPTIONS OF THE USE OF E-EVALUATION IN ASSESSING THE ACADEMIC ACHIEVEMENT OF STUDENTS OF THE ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM

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## ABSTRACT

Although E-evaluation technology offers the potential for increased efficiency and accuracy in assessment, there are still problems related to its understanding and application among lecturers. This study aims to analyze lecturers' perceptions of the use of electronic evaluation methods in assessing students' academic achievements in the Islamic education study program at STAI Al-Kifayah Riau. This research uses a mixed method. Data collection techniques using questionnaires and interviews. In this study, quantitative and qualitative data were converged. The research findings revealed that users' perceptions of E-evaluation in the Islamic Education study program of STAI Al-Kifayah Riau showed a high level of approval. The survey showed that respondents had a positive view of the use of E-evaluation. Meanwhile, the implementation of E-evaluation in the Islamic Education study program has a moderate level. Lecturers already have expertise and understanding related to E-evaluation after attending training, but they still face difficulties in implementing it efficiently. The results of this study have implications for the need for additional training and support for lecturers to improve their competence in E-evaluation implementation. This is important to ensure more effective integration in teaching and assessment methodologies and to maximize the benefits of technology in education.

## KEYWORDS:

E-Evaluation, Academic Outcomes, Lecturer Competence, Islamic Religious Education

## ABSTRAK

Meskipun teknologi E-evaluasi menawarkan potensi peningkatan efisiensi dan akurasi dalam penilaian, masih terdapat permasalahan terkait pemahaman dan penerapannya di kalangan dosen. Penelitian ini bertujuan untuk menganalisis persepsi dosen dalam penggunaan evaluasi elektronik dalam penilaian capaian akademik mahasiswa program studi pendidikan agama Islam di STAI Al-Kifayah Riau. Penelitian ini menggunakan metode mix method. Teknik pengumpulan data menggunakan kuesioner dan wawancara. Pada penelitian ini, data kuantitatif dan kualitatif dikonvergensi. Temuan penelitian mengungkapkan bahwa persepsi pengguna terhadap E-evaluasi di program studi Pendidikan Agama Islam STAI Al-Kifayah Riau menunjukkan tingkat persetujuan yang tinggi. Survei menunjukkan responden memiliki pandangan positif terhadap penggunaan E-evaluasi. Sementara itu, implementasi E-evaluasi di program studi Pendidikan Agama Islam memiliki tingkat yang sedang. Dosen sudah memiliki keahlian dan pemahaman terkait E-evaluasi setelah mengikuti pelatihan, tetapi mereka masih menghadapi kesulitan dalam penerapannya secara efisien. Hasil penelitian ini berimplikasi pada perlunya pelatihan dan dukungan tambahan bagi dosen untuk meningkatkan kompetensi mereka dalam penerapan E-evaluasi. Hal ini penting untuk memastikan integrasi yang lebih efektif dalam metodologi pengajaran dan penilaian, serta untuk memaksimalkan manfaat teknologi dalam pendidikan.

## KATA KUNCI:

E-Evaluasi, Capaian Akademik, Kompetensi dosen, Pendidikan Agama Islam

## INTRODUCTION

Recent years have seen a paradigm shift in the field of education with a growing emphasis on the incorporation of technology leading to a transformation of conventional pedagogical and evaluative approaches (Laskari & Vrahatis, 2009). Islamic educational institutions especially the tertiary level are also affected by this transformation (Margiené et al., 2022). Electronic evaluation (e-evaluation) has emerged as a promising method for assessing students' academic progress at the higher education level (Almuhanha, 2023). Islamic higher education must respond to the existence of e-evaluation, otherwise Islamic higher education will fall behind.

E-evaluation refers to the utilization of electronic tools and *platforms* for the purpose of assessing students' knowledge and skills. This approach includes a variety of assessment methods, including *online* quizzes, assignments, and discussion forums (Miswanti et al., 2022).. The incorporation of these technologies in educational institutions provides many benefits, such as increased adaptability, rapid evaluation, and the capacity to customize assessment according to individualized learning needs (Baiyere & Salmela, 2013). E-evaluation also supports transparency and objectivity in the assessment process, which is in line with the principles of equity in Islamic education. The use of electronic platforms allows for better data collection and more in-depth analysis of students' academic achievements. This is

important to ensure that assessment methods are in line with the objectives of Islamic education, which emphasize the understanding and application of Islamic teachings in daily life. Thus, the implementation of E-evaluation is one of the strategic steps in improving the quality of Islamic higher education and preparing graduates who are competent and relevant to the challenges of the times.

The assessment process plays a fundamental role in education, serving as an important tool for educators to evaluate students' understanding of academic content and identify specific areas that may require additional focus.(Kopnina, 2020). The lingering reliance on conventional evaluation techniques, such as written exams and assignments, is now in the spotlight as they are considered less effective and vulnerable (Widiyastuti, 2014). Given these constraints, alternative assessment methods, such as e-evaluation, have gained much traction as an alternative in conducting learning evaluations (Al-Emran & Salloum, 2017).

The utilization of e-evaluation provides students with increased accessibility to assessment materials (Ortiz-Lopez et al., 2024). Individuals have the ability to easily access online quizzes, assignments, and learning resources, thus facilitating self-directed learning and personalized revision to meet their specific needs (Blandul, 2009). One of the main advantages of e-evaluation is the rapid delivery of feedback to students(Prakash &

Dhivyadeepa, 2016).. Providing prompt feedback allows students to recognize areas that require improvement and take appropriate remedial action immediately (Widiyastuti, 2014).

The e-evaluation platform has the ability to be customized according to learning objectives (Al-Emran & Salloum, 2017). The level of customization implemented guarantees that the assessment is able to accurately evaluate the expected educational outcomes.(Yassine Khlifi, 2020).. The utilization of e-evaluation platforms generates significant data regarding student performance (Harfiana et al., 2022). The utilization of this data enables the identification of patterns, areas of proficiency, and areas of improvement, thus empowering educators to make informed choices with respect to general curriculum improvement.

The implementation of an electronic evaluation system significantly reduces the administrative burden borne by educators (Yasa, 2020). Automated assessment systems improve the efficiency of the assessment process, allowing educators to dedicate additional time to learning activities (Ramanauskaite & Slotkiene, 2019). The integration of interactive components, such as online discussion forums and collaborative tools, in e-evaluation can facilitate active engagement among students, thus increasing their participation in the learning process.

The main assessment methods used in Islamic educational institutions have traditionally centered on written exams and assignments

(Bolboacă et al., 2008). Although these methods have been effective for decades, they are not free from certain constraints (Masuda et al., 2022). One significant obstacle lies in the laborious assessment process, which often leads to delays in providing feedback to students (Mehrens & J.Lehmann, 2019). Furthermore, it should be noted that conventional evaluation methods may not be consistent with the fluid and progressive characteristics inherent in Islamic pedagogy.

In order to achieve optimal educational goals, educational institutions aim to overcome various difficulties inherent in conventional assessment approaches, as well as enrich students' learning experiences, particularly in the field of Islamic Education. STAI Al-Kifayah Riau, as one of the leading Islamic education institutions, has endeavored to implement strategic steps in incorporating electronic evaluation or e-evaluation methods into its assessment procedures gradually.

The implementation of e-evaluation is expected to improve efficiency and accuracy in the student assessment process. However, although this step is a significant progress in modernizing the assessment process, there are still challenges to be faced. Some lecturers in the Islamic Education study program are still hesitant and reluctant to accept the existence of e-evaluation, believing that this method is less accurate and prone to manipulation. This skepticism indicates the need for further efforts to build trust and understanding of e-evaluation

among lecturers. In addition, there are still a number of lecturers who face difficulties in using e-evaluation, which may hinder the effective implementation of this method. Limited technical knowledge and lack of training on the use of evaluation technology are obstacles that must be overcome. Therefore, STAI Al-Kifayah Riau needs to design training programs and workshops to improve lecturers' ability to use e-evaluation.

In today's digital age, it is important to explore the potential impact of e-evaluation on the future of Islamic education. E-evaluation not only offers convenience in the assessment process, but also increases student engagement in learning. By using digital platforms, students can conduct evaluations flexibly and in real-time, allowing them to obtain faster and more accurate feedback. STAI Al-Kifayah Riau, with a strong commitment, seeks to provide high-quality education that is able to meet the needs and expectations of its students in an ever-evolving society. To achieve this, the institution invests in lecturer training and the development of technology infrastructure that supports the implementation of e-evaluation. Thus, STAI Al-Kifayah Riau not only keeps up with the times, but also plays an active role in preparing the next generation who are ready to face future educational challenges, so that Islamic education can remain relevant and quality.

Based on the description above, this study aims to analyze lecturers' perceptions of the use of e-evaluation in assessing the academic

achievements of students of the Islamic Religious Education Study Program. The results of this study contribute to improving the quality of academic assessment in the Islamic Education Study Program. By identifying and analyzing the challenges faced by lecturers in using e-evaluation, this research can provide practical recommendations for improvement. This will help create a more fair, accurate and transparent evaluation system. In addition, this research also opens up opportunities for further research in the field of educational technology, especially in the context of religious education. The findings from this research can be the basis for further studies on the application of e-evaluation in other study programs, as well as the exploration of new technologies that can be used in educational evaluation.

This research certainly has a distinction from other research, to find out, an exploration of relevant research is carried out, some of these studies are research conducted by Appiah and Tonder (2018) showing that lecturers have a positive perception of e-evaluation, but also note concerns about the accuracy and security of the data generated. This study focused on the general views of lecturers without examining in depth the specific context of certain study programs, such as Islamic Religious Education, which has unique characteristics in assessment (Appiah & Van Tonder, 2018). Then the research conducted by Laskari and Vrahatis analyzed the use of e-evaluation in various disciplines. The results showed that factors such

as training and technical support affect the success of e-evaluation implementation. However, this study did not dissect the perceptions of lecturers in the context of religious education, which has a distinctive moral and ethical dimension (Laskari & Vrahatis, 2009). Likewise, research by Junaidi and Iswati (2021) revealed that e-evaluation provides convenience in assessment, but there are also challenges in monitoring and fairness of assessment. This research is more focused on the student perspective, while this research will pay special attention to the lecturer's point of view as a teacher who designs and implements evaluations. Research by Khelifi explored the application of e-evaluation in various study programs in higher education. The study found that although e-evaluation offers efficiency in the assessment process, there are doubts among lecturers regarding the validity of the evaluation results. However, this study did not specialize in the context of Islamic Religious Education, which can have different perceptions and assessment practices related to its religious content and ethical values (Yassine Khelifi, 2020). Finally, research by Ahmed et.al focuses on the impact of e-evaluation on student learning motivation. The results showed that e-evaluation can increase learning motivation, but lecturers' perceptions regarding the effectiveness and acceptance of technology in evaluation are very diverse. This study includes students' perspectives, but does not investigate in depth how lecturers assess and respond to evaluation

technology in the context of religious education (Ahmed et al., 2023).

Some of the previous studies above still have a distinction with this research; it is shown from the difference in research focus specifically on the perceptions of lecturers in the Islamic Education Study Program. This is important considering that religious education has different goals and values compared to other disciplines. This research will explore more deeply about: ethical and moral dimensions, specific contexts, and lecturers' technological readiness.

## THEORY DESCRIPTION

E-evaluation, or electronic evaluation, has brought significant innovations in various fields, including education, where digital technologies are used to collect, analyze, and interpret data (Barari et al., 2022). In the context of higher education, particularly in the Islamic Education Study Program, e-evaluation has great potential to replace traditional assessment methods in a more efficient and accurate way. The use of e-evaluation provides many benefits, such as time efficiency, increased accessibility, as well as ease of data processing (Prendes-Espinosa, 2012). (Prendes-Espinosa et al., 2022)..

One of the main advantages of e-evaluation is efficiency in data collection and analysis. Through automation of the evaluation process, e-evaluation can reduce the time usually required in manual assessment. For example, in paper-based evaluation, lecturers often have to spend a lot of time correcting and processing

exam results. With e-evaluation, some steps can be automated, such as checking multiple-choice answers or auto-scoring online quizzes. This helps lecturers allocate their time to more strategic tasks, such as providing in-depth feedback to students (Prendes-Espinosa et al., 2022).

In addition to time efficiency, e-evaluation also provides benefits in terms of accessibility. By using digital technology, assessments can be accessed from various locations, as long as there is an internet connection (Ariawan et al., 2024). This allows students who are in remote areas or have limited mobility to still take the evaluation without having to be physically present on campus. Furthermore, e-evaluation platforms can be designed to be more inclusive, such as providing access for people with disabilities. This suggests that e-evaluation has the potential to reduce disparities in access to education and assessment, providing a more equitable opportunity for all students to be assessed on their academic achievements.

Another advantage of e-evaluation is its ability to provide real-time feedback. In many cases, traditional evaluation methods often take a long time to provide assessment results to students. However, with e-evaluation, assessment reports and analysis of student performance can be generated directly after the evaluation is completed. This allows lecturers to immediately identify areas where students are having difficulties and take appropriate

intervention measures before it is too late (Y Khlifi, 2022). Real-time feedback can also help students to improve their understanding of the subject matter, as they can immediately recognize their shortcomings and work to improve them.

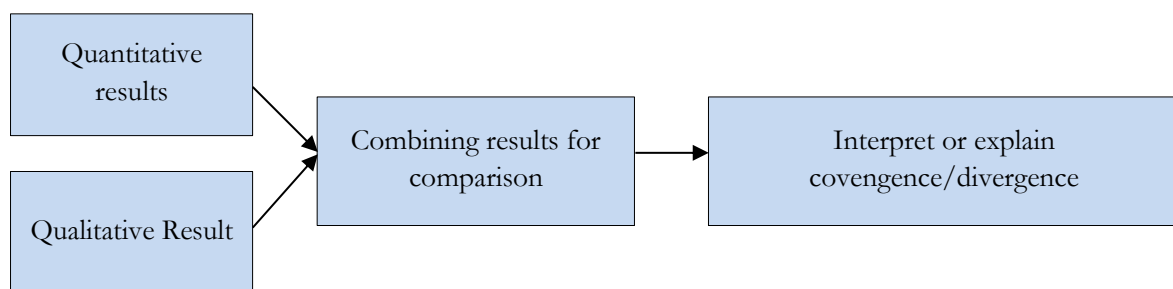
In terms of precision, e-evaluation helps reduce human error that often occurs in manual evaluation processes. These errors can include mistakes in data input or improper score calculation. With e-evaluation, data collected through digital tools can be directly processed by specialized software, which is designed to minimize errors and increase the accuracy of assessment results (Shamshiri et al., 2023). This increases lecturers' confidence in the validity of the data generated, as the assessment process becomes more objective and free from personal bias.

In addition, e-evaluation also offers advantages in terms of cost savings. Traditional assessment methods often involve considerable costs, ranging from the printing of questionnaires, travel costs for in-person evaluations, to the need for additional staff to assist in the evaluation process. With e-evaluation, the need for physical materials such as paper and stationery can be eliminated. Furthermore, the reduction in the need for labor for data entry and analysis also has a positive impact on reducing operational costs (Shamshiri et al., 2023).

From a lecturer's perspective, the use of e-evaluation in assessing student academic

achievement offers many practical benefits, but also poses challenges. One such challenge is resistance to technology. Some lecturers may feel uncomfortable with digital tools or feel burdened by the demands of mastering new evaluation software. In addition, technical issues such as unstable internet connections or glitches in the evaluation platform can also be an obstacle in the implementation of e-evaluation (Ariawan et al., 2024). Therefore, it is important for educational institutions to provide adequate training and technical support to lecturers to minimize barriers to e-evaluation implementation.

Overall, e-evaluation brings significant changes in education, especially in the assessment process. With various advantages such as time efficiency, increased accessibility, data precision, and cost savings, e-evaluation provides an effective solution in facing the



**Figure 1.** Convergent Mixed Method Design

Quantitative data used is questionnaire score data and qualitative data used in the analysis is the result of in-depth interviews conducted during the implementation of learning activities on campus. The population of this research is all lecturers who teach in the Islamic Education study program of STAI Al-Kifayah Riau, totaling 18 people. A total of 18

challenges of academic evaluation in this digital era. However, for the implementation of e-evaluation to run optimally, there needs to be adequate infrastructure support and collaborative efforts between lecturers, students, and institutions in utilizing this technology to improve the quality of academic assessment.

## METHODS

This research uses mixed methods with a *covergent mixed method design*. The research methodology used in this study involved a single-stage design, where both quantitative and qualitative data were collected and then analyzed. The quantitative and qualitative data analyses were then compared to ascertain whether the findings from each type of data corroborated or contradicted each other (Arikunto., 2013).

lecturers will fill out a questionnaire consisting of 20 questions, while 4 lecturers will be interviewed to get more in-depth and comprehensive information. The questionnaire is made on a Likert scale rated from 1-5. The Likert scale variant is known as the most common measurement with the options of strongly disagree to strongly agree.

Before the questionnaire is distributed, it is very important to test the validity and reliability of the questionnaire. So, the questionnaire was tested on 10 permanent lecturers of PGMI STAI Al-Kifayah Riau. The test results show that the questionnaire is reliable so that it can be used to measure the perceptions of desen towards the use of E-evaluation in assessing the academic achievement of college students.

For quantitative data derived from questionnaires, analysis will be conducted using descriptive statistics. Likert questionnaire score data will be processed to determine the mean value, percentage, and standard deviation. This technique allows visualization of the pattern of lecturers' perceptions of e-evaluation. If required, correlation or regression tests can be conducted to identify relationships between variables. Qualitative data derived from in-depth interviews are analyzed using thematic analysis. This process includes interview transcription, coding, identification of themes, and interpretation of findings to gain insight into lecturers' perceptions in depth.

For the validity of quantitative data, testing the validity and reliability of the questionnaire is very important. Validity is tested to ensure the questionnaire measures what is intended, while reliability is measured using the Cronbach's Alpha test. If the reliability value is more than 0.7, then the questionnaire is considered reliable. The validity of the qualitative data was tested using triangulation techniques. This involved comparing interview results with quantitative data from questionnaires and other sources, to ensure consistency of findings.

## RESULT AND DISCUSSION

Respondent characteristics refer to the demographic, social, and psychological aspects of individuals taking part in a study or survey. Understanding these characteristics is important to ensure the findings from the sample are representative of the wider population. By analyzing these characteristics, researchers can gain a clearer picture of the respondents and draw accurate conclusions from the data collected.

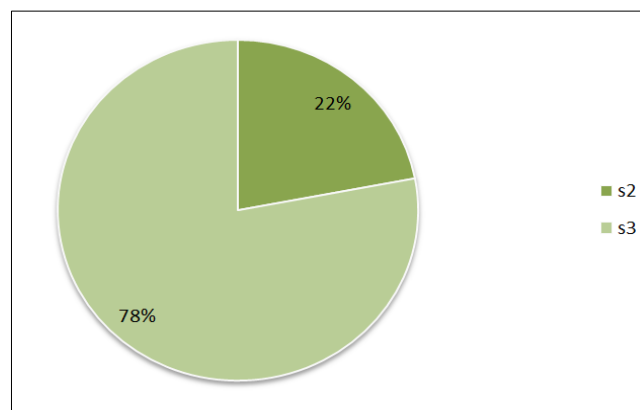
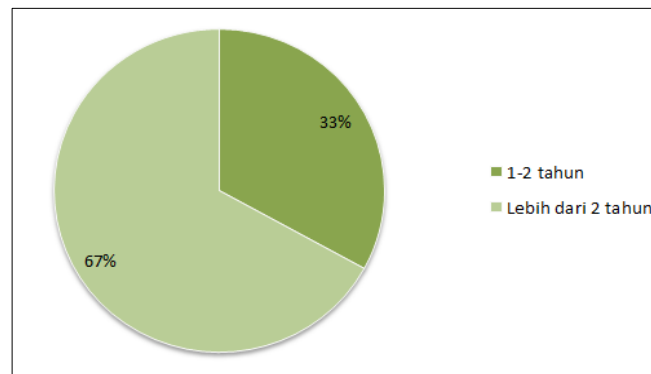


Figure 2. Distribution of Respondent Education Data



Based on the data above, it appears that the demographic distribution of respondents' education shows that the majority of respondents have a doctoral level of education, as many as 73%, while those with a master's education are 22%. This indicates that most

respondents are academics or professionals with a high level of education, which may influence their views on the topic under study. This analysis provides an overview of the respondents' educational background that is relevant in assessing the research results.



**Figure 3.** History of Using E-Evaluation

In Diagram 3 it can be seen that the correspondents are lecturers at STAI AL-Kifayah who have very good academic competence, namely 22% at the S3 or Doctoral level and 78% at the S2 or master level. In diagram 2 it can be seen that 67% of the respondents have used E-evaluation for more than 2 years and 33% of the respondents have used E-evaluation for the last 1-2 years. Diagram 2 explains the duration of time that respondents have been using E-evaluation. The data shows that most participants, specifically 67%, have been using E-evaluation for more than two years, indicating a considerable level of understanding and expertise with this particular assessment approach. Approximately 33% of the surveyed participants have used E-evaluation in the past 1-2 years, indicating that this group has had relatively limited exposure to practice, yet still understands the e-evaluation procedure.

## Description of Quantitative Research Findings

### Preparation Use Evaluation

The ability of the E-evaluation process to achieve its goals effectively and on target is referred to as evaluation effectiveness. An effective evaluation process is essential in education as it determines the quality of learning and student development. Effective evaluation should be conducted with relevance to the learning objectives and use valid and reliable methods and resources, so that the results can provide an accurate picture of student achievement. In addition, evaluation should be fair and unbiased to ensure that all students are judged by the same standards. Students should be involved in the evaluation process as it helps them understand their strengths and weaknesses. To ensure that students can improve their learning outcomes in the future,

evaluation should provide constructive and actionable feedback.

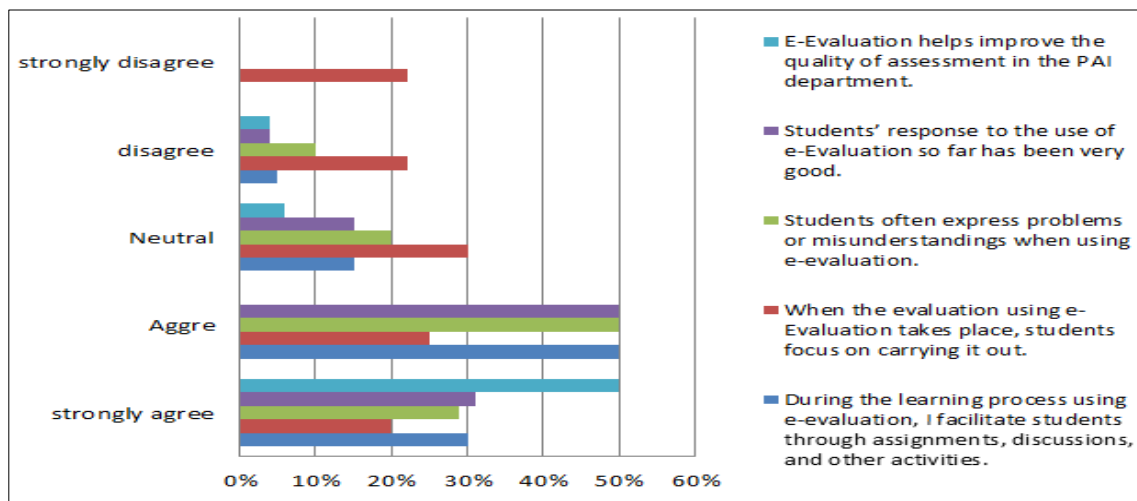


Figure 4: Preparation for the use of E-Evaluation

Statement and diagram 4 provide an overall picture of lecturers' perspectives regarding teaching preparation and the application of technology in the learning process. The analysis specifically highlights three main elements that reflect lecturers' attitudes and inclinations towards technology integration in education.

First, the majority of respondents showed significant support for the use of technology in teaching. More than ninety percent of teachers agreed that to assess students' oral skills, they need to utilize digital platforms such as Zoom or Google Meet. This shows that technology has become a popular and effective assessment tool in the modern educational context.

Second, the use of interactive media as an evaluation tool also received a positive response. A total of 82.7% of respondents agreed with the idea of developing interactive media that allows students to assess the extent to which they understand the material taught. This indicates that teachers realize the benefits of interactive methods in assessing student understanding, which in turn

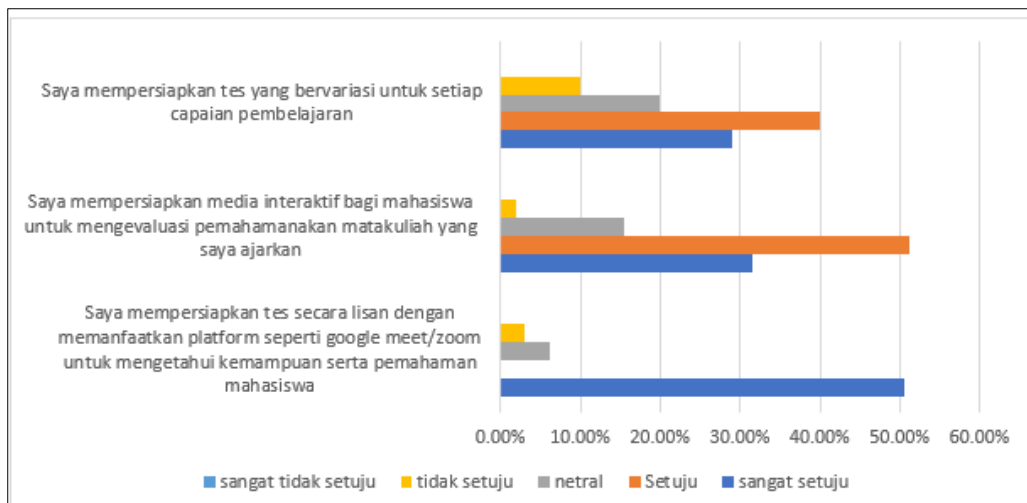
can increase student engagement and motivation in the learning process.

Thirdly, although the majority of respondents were in favor of planning different exams for each stage of learning, there were significant differences of opinion among them. This complication in reaching consensus on various evaluation strategies is reflected in the data, which shows that about 69.1% of respondents agreed to plan different exams. However, there were still a small number of respondents who disagreed or had a neutral attitude towards this.

Overall, this analysis indicates that lecturers tend to support the application of technology in teaching and evaluation. The majority support for innovative approaches opens up opportunities for the development of more dynamic and adaptive learning methods. Nonetheless, the presence of a number of respondents who showed disagreement or neutral attitudes indicates the need for more efforts to encourage the adoption of technology and the application of various methods in the learning

process. As such, this conclusion provides a strong basis for the development of more inclusive and efficient teaching plans in the future, while keeping

in mind the importance of involving all parties in the process of transitioning to a more modern and technology-based education.



**Figure 5.** Responses regarding preparation for using e-evaluation

Diagram 4 provides a deep insight into lecturers' attitudes towards teaching preparation and the use of technology in learning. The focus on three key elements - support for the use of technology, interactive media and differentiated exam preparation - shows that lecturers' views on educational technology vary, although most are supportive of these innovations.

First, the overwhelming support for the use of technology for oral exams through digital platforms such as Zoom or Google Meet reflects how technology has responded to new needs in student assessment. More than 90 percent of respondents approving the use of these technologies not only shows that technology has been accepted as an effective tool, but also confirms that traditional methods such as oral exams can be adapted for the digital environment without compromising the quality of assessment. The use of technology in this

context helps to reduce geographical and time barriers and allows lecturers to focus on evaluating students' oral skills and deep understanding more flexibly. However, it could also be an indicator that lecturers have adapted quickly to the online learning challenges caused by the global pandemic and now see technology as a long-term solution in the assessment process.

On the other hand, a more neutral attitude towards the use of interactive media in evaluating material comprehension, although supported by 82.7 per cent of respondents, suggests a difference of opinion regarding the effectiveness of this method. Interactive media such as online quizzes, simulations and educational games are perceived as interesting tools that can increase student engagement. However, this higher level of neutral may reflect concerns over how interactive media are used

and evaluated in the wider context of learning. Some lecturers may feel that interactive media do not always provide a valid assessment of student understanding, or perhaps they are not yet fully convinced of their long-term benefits in building students' cognitive competence. This suggests that while the majority support their use, there is a need to further explore how interactive media can be effectively integrated in curricula and evaluation methods.

The statement regarding different exam preparation for each stage of education also highlighted significant differences in lecturers' approach to evaluation. Only about 69.1 percent agreed with this idea, while the rest showed disagreement or a neutral stance. This suggests that while there is an awareness of the importance of tailoring exams based on educational level, there is still uncertainty or disagreement regarding how this approach should be implemented. Some lecturers may argue that assessment standards should be consistent across different levels of education, while others may find it difficult to design level-specific exams. This factor could reflect the pedagogical challenge of formulating a uniform yet flexible approach for different stages of education.

An in-depth analysis of the data from this diagram shows that support for the use of technology in learning is not uniform across the board. The majority support the use of technology, especially in oral exams, but there are also areas that still need further attention,

such as interactive media and exam preparation. This variation in attitudes illustrates the need to improve lecturers' understanding and skills in utilizing technology more effectively. It also emphasizes the importance of further training and discussion on how technology can be integrated holistically in teaching and assessment, so that all lecturers feel comfortable and confident in its use.

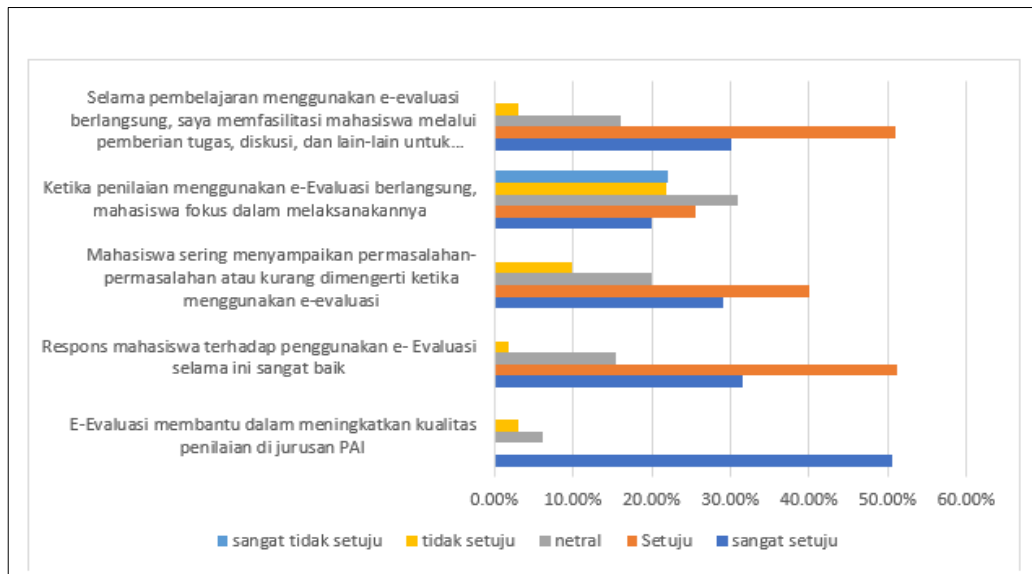
Overall, this diagram reflects that, while there is a spirit of innovation in the use of technology among lecturers, there are still challenges to be faced to achieve wider acceptance. This difference of opinion opens up opportunities for further discussion on how technology can better meet the needs of learning and assessment at different levels of education. Collaboration between lecturers, educational technology developers and other stakeholders is crucial to ensure that these innovations are successfully implemented and well received by all parties involved.

### **Effectiveness of E-Evaluation**

The ability of the E-evaluation process to achieve its goals effectively and on target is referred to as evaluation effectiveness. An effective evaluation process is essential in education as it determines the quality of learning and student development. Effective evaluation should be conducted with relevance to the learning objectives and use valid and reliable methods and resources, so that the results provide an accurate picture of student

achievement. In addition, evaluation must be fair and unbiased to ensure that all students are judged by the same standards. Students should be involved in the evaluation process as it helps them understand their strengths and weaknesses. By actively involving them, evaluation becomes more meaningful and can

promote self-development. To ensure that students can improve their performance in the future, evaluations should provide constructive, clear and actionable feedback, so that they can take concrete steps to improve their understanding and academic ability.



**Figure 6.** Responses regarding the effectiveness of using e-evaluation

More than 90% of respondents (50% Strongly Agree + 40% Agree) agreed that e-Evaluation helps to improve the quality of assessment in the Islamic Education department. This indicates that e-Evaluation has a positive role in improving the quality of assessment in religious education. 82.7% of those who responded, comprising 31.50% Strongly Agree and 51.20% Agree, stated that student response to the use of e-Exams has been very good. Although the majority agreed, there was a considerable level of neutral. About 69.1% of the people who responded, consisting of 29 percent who strongly agreed and 40 percent who agreed, agreed that students often

raise problems or incomprehension when using e-exams. This can be taken as an indication that students face problems or difficulties when running e-Evaluation. There is a significant variation in views on what students focus on when running e-Evaluation. Only 45.60 percent (20% Strongly Agree + 25.60 percent Agree) agreed, while about 54.90 percent (31% Neutral + 21.90 percent Disagree + 22.90 percent Strongly Disagree) were not completely sure or disagreed. 81% of people who responded (30% Strongly Agree + 51% Agree) said that using e-Evaluation helped students come up with new ideas during class. This shows the active role of

educators in encouraging innovative thinking and discussion in technology learning.

Overall, the table shows mixed opinions from lecturers about the use of e-Evaluation in the Islamic Education department. Although there is strong evidence that e-Evaluation has many benefits, some challenges and different perspectives may be a subject for future discussion and improvement.

In many contexts, especially in education, evaluation has many important benefits. One of the main benefits of evaluation is that it can measure student progress towards learning objectives, allowing lecturers and students to understand the extent to which the material has been mastered. Lecturers' perceptions of the benefits of e-evaluation can be seen in the diagram below.

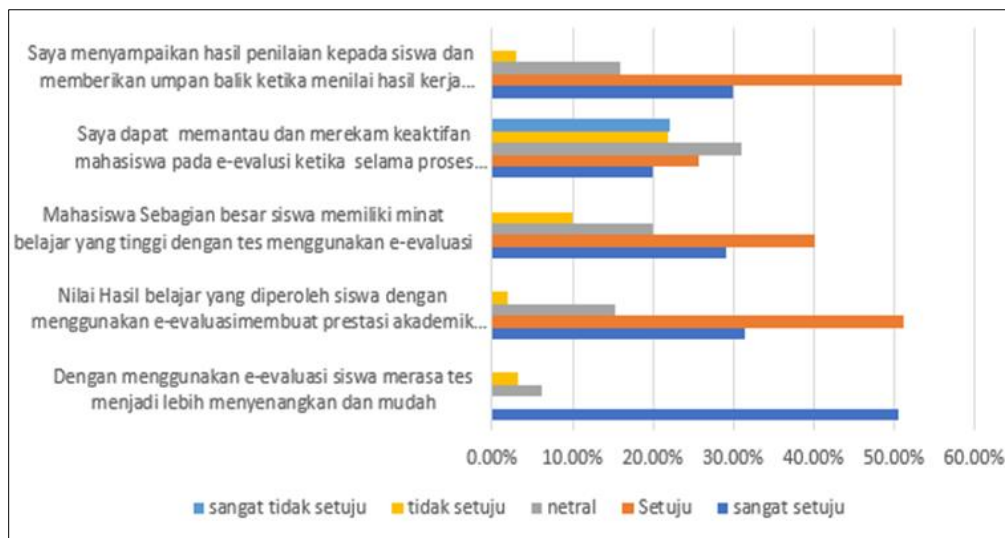


Figure 7. Responses regarding the benefits of E-evaluation

Diagram 6 shows the lecturers' responses to several statements related to the use of e-Evaluation in education. More than 90% of the respondents (50.60% Strongly Agree + 40.10% Agree) agreed that e-evaluation makes tests more fun and easy, indicating a positive perception of the use of technology in the evaluation process, which can enhance students' learning experience. A total of 82.7% of people who answered (31.50% Strongly Agree + 51.20% Agree) agreed that students' learning outcomes scores can improve by using e-evaluation. Opinions were very different about

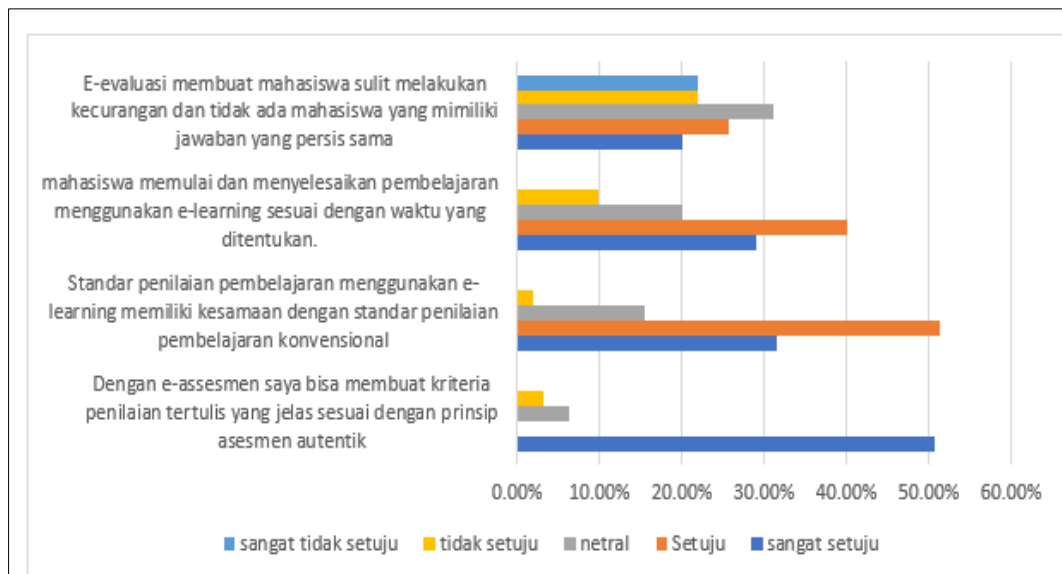
the lecturer's ability to track and record student activities during the e-Evaluation. Only 45.60 percent (20% Strongly Agree + 25.60 percent Agree) agreed, while about 54.90 percent (31% Neutral + 21.90 percent Disagree + 22.90 percent Strongly Disagree) were not completely sure or disagreed. 81% of those who responded (30% Strongly Agree + 51% Agree) said that they communicate the assessment results to students and provide feedback after assessing student performance. This shows it is good practice to provide constructive and informative feedback to students.

Overall, the table shows that lecturers see the use of e-Evaluation in the learning process as a good thing. The majority of respondents agreed that the use of technology in evaluation enhances students' learning experience and academic performance.

### E-Evaluation Accuracy

Accuracy in e-evaluation refers to the precision and reliability of digital-based assessment results. This includes the ability of the evaluation system to objectively measure learners' competencies, skills and knowledge. E-

evaluation utilizes technology to automate the assessment process, allowing for faster data analysis and reduced subjectivity. However, accuracy can be affected by the design of the evaluation instrument, the validity of the questions, as well as the stability of the platform. The use of appropriate algorithms and close monitoring are necessary to ensure accurate, transparent and fair results, thereby improving the quality of learning and decision-making processes in education.



**Figure 8.** Response on e-evaluation accuracy

Diagram 8 shows the survey results or respondents' responses to several statements about assessment and online learning. The majority of people who responded (91.1%) agreed that using e-assessment allows them to make clear written assessment standards in accordance with the principles of authentic assessment. Most of the people who responded (81 %) agreed or strongly agreed that students can start and complete learning by using e-

learning. Most of the people who responded indicated neutral or disagreed with this statement. This may indicate concern or uncertainty about how effective e-evaluation is in preventing cheating.

The results of this survey will tell the institution or involved parties more about users' perceptions and experiences with e-assessment and e-learning. Depending on the needs and goals of the organization in question, additional

evaluations and actions can be taken to improve the effectiveness and acceptance of these technologies.

### E-Evaluation Difficulties

Difficulties in e-evaluation often arise from various technical and non-technical factors. Technically, internet network issues, system failures and device compatibility can hinder the evaluation process. In addition, the

validity and reliability of questions in digital format can be a challenge, especially if the questions are not well designed to accurately measure learners' abilities. On the non-technical side, the lack of technological literacy in teachers and students can also affect the smooth running of e-evaluations. Data security and potential fraud in online exams are also major concerns that require effective solutions to make evaluation results more trustworthy.

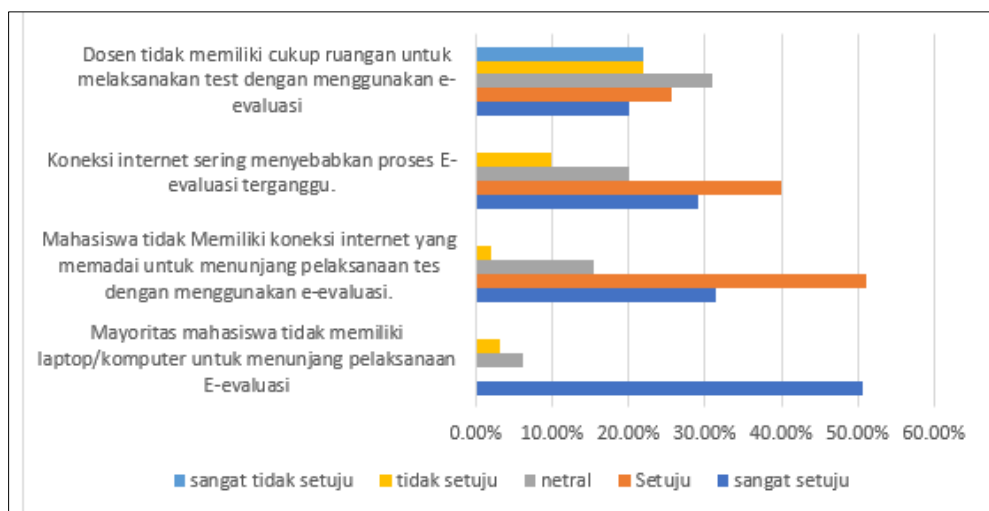


Figure 9. Response on e-evaluation difficulty

Diagram 9 presented shows the results of a survey or research that focused on several issues related to the implementation of e-evaluation among students and teachers. The majority of respondents stated that they do not have sufficient access to laptops or computers to support the implementation of e-evaluation, and most of them strongly agreed or agreed with this statement. These results suggest that the difficulty of gaining access to the necessary devices may be an obstacle that hinders the implementation of e-evaluations.

In addition, it is important to note that students faced problems with inadequate internet connection, as indicated by the high level of agreement with the corresponding statements. This suggests that the issue of getting an adequate internet connection is a significant problem when running tests using E-evaluation. In addition, the issue of internet connection stability was discussed; the majority of respondents agreed that the connection often interferes with the E-evaluation process. This provides further understanding that internet network stability should be the center of



attention when running E-evaluation. In addition, the survey shows that there is a difference of opinion on the issue of room limitations faced by lecturers when conducting exams through E-evaluation. Despite the difference, the majority of respondents agreed or strongly agreed that room limitation is an issue that should be considered.

Overall, the results of this survey show that some of the issues that need to be addressed to improve the effectiveness and accessibility of E-evaluation are device access, adequate internet connection, internet connection stability, and space limitations. This data can be used as a basis for institutions or related parties to determine areas of improvement needed to improve the implementation of E-evaluation.

### **Description of Qualitative Research Findings**

Interviews with some lecturers at the college provided a more in-depth picture of how they see the use of E-Evaluation to assess their students' academic achievement. Most of the Islamic Education lecturers of STAI Al-Kifayah said that E-Evaluation provides advantages in terms of flexibility and transparency of the assessment process. It also enables collaboration between students. Collaboration can be facilitated through the utilization of electronic evaluation tools, as these tools allow multiple users to simultaneously evaluate or provide feedback on shared content.

Most of the participants who responded said that by using E-Evaluation, they can create assessment standards that are more detailed and easily understood by students. This is considered a significant advantage as it increases transparency and gives students clear instructions on what to do when conducting assessments. However, some lecturers expressed their concerns about technical constraints. They highlighted that some students may have difficulty gaining access to the devices or getting an adequate internet connection. Some lecturers were also concerned about the possibility of cheating in an E-Evaluation environment.

Lecturers generally considered E-Evaluation to be helpful in assessing students' academic performance. Some of them suggested additional training for lecturers to become more proficient in using the E-Evaluation platform and offer better technical support to students. The results of these interviews provide a better understanding of how lecturers view E-Evaluation and can be used as a foundation for further efforts to better use it, address issues, and increase its usefulness for assessing student academic performance in higher education.

These results confirm previous research stating that e-evaluation is well suited to student needs. The utilization of electronic evaluation facilitates increased standardization in assessment procedures (Abderrazzak et al., 2022). The online platform facilitates the utilization of predetermined rubrics and grading criteria, thus ensuring uniformity in grading

(Huang et al., 2022). The utilization of this approach reduces the possibility of bias that may arise from subjective interpretations in conventional evaluation methodologies.

The use of electronic evaluation methods enables effective data management and analysis. Digital platforms have the ability to securely store large amounts of data, thereby facilitating efficient organization and retrieval of information as needed (Sarigoz, 2023). In addition, the utilization of advanced data analysis tools can be leveraged to extract valuable insights from evaluation data, facilitating the decision-making process based on empirical evidence (Rezaei & Hosseinirad, 2023).

Electronic evaluation provides several benefits over conventional evaluation methods, such as increased accessibility, efficiency, cost-effectiveness, standardization, and improved data management (Margiene & Ramanauskaite, 2022). The aforementioned advantages make e-evaluation a valuable instrument for assessing and valuing individuals or organizations in diverse contexts.

Nonetheless, it is important to keep certain factors in mind when conducting an electronic evaluation. Privacy preservation and data security are critical in safeguarding sensitive information collected electronically (Azis et al., 2022). It is crucial to establish and enforce effective measures to protect data from unauthorized access or breach. In addition, it is important to consider the potential biases that

digital tools or platforms may introduce and implement measures to mitigate their impact.

### **Research Discussion**

The use of e-evaluation in education, particularly in higher education, has become an increasingly relevant topic in recent years. E-evaluation refers to the use of digital technology to conduct academic assessments. Based on data from statements and diagrams 3 to 8, the majority of lecturers in Al-Kifayah Riau's Islamic Education Study Program give positive support to the application of e-evaluation in learning, especially in the context of oral assessment through platforms such as Zoom or Google Meet, as well as the use of interactive media to evaluate student understanding. This support is in line with research by Sweeney et al., (2017) who found that digital technology in assessment not only facilitates a more efficient evaluation process, but also allows for greater flexibility, especially during the pandemic.

In this context, lecturers also emphasized the importance of technology adoption to support learning that is more adaptive and responsive to student needs. With e-evaluation, lecturers can design more diverse and engaging assessments, integrating various formats such as online quizzes, project-based assignments and peer assessment. It also reflects efforts to meet the demands of 21st century education, where critical thinking and creativity are highly valued. Constructivist education theory, which emphasizes the active role of students in the

learning process, is in line with the application of e-evaluation that encourages student engagement and participation.

E-evaluation was also rated as improving the quality of assessment, with diagram 5 highlighting the view that e-evaluation enables more structured and objective assessment standards. This is relevant to cognitive evaluation theory which states that the use of digital technology in evaluation helps to simplify the assessment process, thereby improving accuracy in measuring students' academic achievements (Azis et al., 2022). By implementing e-evaluation, lecturers can collect more accurate data regarding student performance, allowing them to provide more targeted and relevant feedback.

However, the survey results indicate significant challenges, especially in terms of technological accessibility. Diagram 8 identifies barriers to e-evaluation implementation, including limited access to electronic devices and unstable internet connections. These challenges align with research findings by Anderson and Rainie (2020), who emphasize the importance of adequate digital infrastructure to ensure the successful implementation of e-evaluation in various educational institutions. Internet connection instability can hinder the online exam process, affect student concentration, and potentially reduce the quality of evaluation results.

Based on interviews with lecturers at STAI Al-Kifayah, they agreed that e-evaluation provides greater flexibility and transparency in the assessment process. It allows for a clearer and

more structured application of assessment standards, which is often difficult to achieve in conventional assessment methods. E-evaluation also allows lecturers to engage students in a more interactive assessment process, for example by using real-time feedback features available in digital platforms. This reflects the view of social constructivism, where interaction between learners and collaboration in assessment play an important role in constructing new knowledge (Topçiu & Myftiu, 2015).

In addition, lecturers also suggested that the use of e-evaluation can increase student motivation. With more innovative and engaging assessment formats, students may feel more interested in actively participating in the learning process. For example, through gamification in assessment, where game elements are applied to create a fun learning experience. This concept is supported by motivation theory which emphasizes that enjoyable learning experiences can increase student engagement and motivation (Rezaei & Hosseinirad, 2023).

However, lecturers' concerns regarding cheating in e-evaluation were also expressed, especially in terms of limitations to monitor students' activities during online exams. According to formative evaluation theory, honesty and openness in the evaluation process are essential to ensure that the assessment results reflect the true abilities of the learners (Tessmer, 1994). Nonetheless, some lecturers felt that additional training and the use of anti-cheating software could help minimize this problem.

Proactive approaches such as educating students about ethics in assessment were also considered important to encourage honest and responsible attitudes in e-evaluation.

Previous research also shows that e-evaluation has significant benefits in supporting standardization of assessment, reducing bias, and increasing the transparency of the assessment process (Gikandi et al., 2011). With e-evaluation, lecturers can design clear and detailed assessment rubrics, providing students with better guidance on assessment expectations and criteria. This not only helps students understand the task at hand, but also provides more constructive feedback on areas for improvement.

Digital platforms, such as Learning Management Systems, enable more efficient data management, including secure storage of big data and the ability to analyze student performance based on historical data. This facilitates evidence-based decision-making, which is increasingly important in higher education. With more structured data, lecturers can conduct in-depth analysis of student learning patterns, which can form the basis for future curriculum development and teaching strategies.

While e-evaluation has many benefits, technical and accessibility challenges remain key issues that need to be addressed to improve its effectiveness. Unequal access to technology in different regions can lead to disparities in student academic achievement. In less developed areas, students may face difficulties in obtaining adequate devices or stable internet connections.

This emphasizes the importance of attention on the part of institutions to provide adequate resources and design policies that are inclusive for all students.

The interview results show that some lecturers feel the need for additional training for them to improve their ability to use e-evaluation technology. This training is expected to increase lecturers' confidence in designing and implementing e-evaluation effectively. Research by Harfiana et al. (2022) showed that appropriate support and training can improve lecturers' readiness to adopt new technology, as well as improve the quality of teaching and assessment. Lecturers also emphasized the importance of adequate technical support for students, especially in dealing with problems that may arise during the e-evaluation process.

The use of technology in e-evaluation not only provides benefits in terms of flexibility and transparency, but also supports collaboration between students. In e-evaluation, students can collaborate through electronic evaluation tools, allowing them to assess and provide feedback simultaneously. This collaboration creates a more dynamic learning atmosphere, where students can support each other in understanding the subject matter. This is in line with Bandura's (1977) social learning theory, which states that individuals learn through observation and interaction with others.

Data privacy and security aspects are also a major concern in the implementation of e-evaluation. In a digital context, it is important to ensure that students' personal data is properly

protected. This becomes more crucial given the increasing number of data leakage incidents that occur in various sectors, including education. In line with research conducted by Harris (2020) it is important for institutions to adopt strict policies and procedures in data management, in order to maintain students' trust and ensure the security of their information.

Lecturers at Al-Kifayah Islamic Education Study Program also highlighted the need for transparency in the assessment process to reduce potential bias that may arise from the use of digital tools. By providing clear information regarding how e-evaluation is conducted, students can better understand and appreciate the assessment process applied. In addition, involving students in discussions regarding the e-evaluation policy can help create a sense of ownership and responsibility for the assessment results.

## CONCLUSION

Based on the description above, it can be concluded that the user's perception of E-evaluation in the Islamic Education Study Program of STAI Al-Kifayah Riau is very positive. The results of the survey conducted showed that respondents, consisting of lecturers and students, gave a high level of approval to the use of E-evaluation as an assessment tool. The lecturers recognized the benefits offered by E-evaluation, including flexibility in assessment and the ability to provide faster and more structured feedback. Nonetheless, the

implementation of E-evaluation in this study program is at a moderate level, indicating that while enthusiasm and support exist, practical challenges remain to be overcome. The lecturers who participated in this study demonstrated good skills and understanding of E-evaluation following the training provided. However, they still face difficulties in implementing the system efficiently in their daily learning process. These difficulties include technical issues, limited access to devices and the internet, and concerns about cheating during assessment. The results of this study highlight the need for additional training and support for lecturers to improve their competence in E-evaluation implementation. This support is crucial to ensure that this technology can be integrated more effectively in teaching and assessment methodologies. In addition, by maximizing the benefits of E-evaluation, it is expected to improve the quality of education in the Islamic Education Study Program, as well as prepare students to face challenges in this digital era. Better integration of E-evaluation will not only enrich students' learning experience but will also contribute to better academic achievement.

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