Utilization of the Riyu Exambro Application as a Learning Evaluation Media

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Informasi Artikel	Abstract
	This study aims to determine the implementation of the evaluation of Al-Islam, Muhammadiyah, and Arabic Learning (ISMUBA) using the Riyu Exambro application. The approach used in this research is a phenomenological qualitative approach. Data collection was carried out using observation, interviews, and documentation. Data analysis techniques were used to reduce and present data and draw conclusions. The results showed that the implementation of ISMUBA learning includes determining the curriculum, making teaching modules, and evaluation. ISMUBA learning evaluation at SMP Muhammadiyah 7 Colomadu Superior Program uses the Riyu Exambro application. The process of evaluating ISMUBA learning with Riyu Exambro at SMP Muhammadiyah 7 Colomadu Superior Program is carried out through several stages, including making grids, questions, and answer keys, archiving questions, creating links, socializing the implementation of exams to students, registering personal data and using tokens by students, working by students, and finally recording scores. Using the Riyu Exambro application as an online evaluation platform provides advantages in preventing cheating, training IT problems, disciplining students, and providing flexible work formats. This study also identified several obstacles, such as technical problems related to Arabic fonts, unstable internet signals, application screens that are often refreshed, and the need for devices and limited internet access.

Penelitian ini bertujuan untuk mengetahui pelaksanaan evaluasi Pembelajaran Al-Islam, Muhammadiyah dan Bahasa Arab (ISMUBA) menggunakan aplikasi Riyu Exambro. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif fenomenologis. Pengumpulan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Teknik analisis data dilakukan dengan tahapan mereduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran ISMUBA meliputi penentuan kurikulum, pembuatan modul ajar, dan evaluasi. Evaluasi pembelajaran ISMUBA di SMP Muhammadiyah 7 Program Unggulan Colomadu dilakukan dengan menggunakan aplikasi Riyu Exambro. Proses evaluasi pembelajaran ISMUBA dengan Riyu Exambro di SMP Muhammadiyah 7 Program Unggulan Colomadu dilakukan melalui beberapa tahapan, diantaranya adalah pembuatan kisi-kisi, soal, dan kunci jawaban, pengarsipan soal, pembuatan tautan, sosialisasi pelaksanaan ujian kepada peserta didik, pendaftaran data diri dan penggunaan token oleh peserta didik, pengerjaan oleh peserta didik, dan yang terakhir perekapan nilai. Penggunaan aplikasi Riyu Exambro sebagai platform evaluasi online memberikan keuntungan dalam mencegah kecurangan, melatih masalah IT, mendisiplinkan siswa, dan memberikan format pengerjaan yang fleksibel. Penelitian ini juga mengidentifikasi beberapa kendala, seperti masalah teknis terkait dengan font Bahasa Arab, sinyal internet yang tidak stabil, layar aplikasi yang kerap ter-refresh, dan kebutuhan perangkat serta akses internet yang terbatas.

I.   PENDAHULUAN

The learning process is a process to change students in a better direction based on the planning and goals set by educators before the learning process takes place (Anwar, 2022; Sawaluddin, 2022). Evaluation is needed as a very urgent component to find out these changes. Evaluation is a data collection process used to determine how educational goals have been achieved (Rahayu, 2019). Educators use evaluation to determine the achievement of student success in the learning process (Mardiah & Syarifudin, 2019). The effectiveness of the

method and quality of material delivery by educators can be known from this evaluation activity (Wahyuni & Neni, 2023).

The digital era we face today has seen a significant shift in work processes and tasks previously performed manually by humans, shifting to digital technology, robotics, and computing (Setiawan, 2021). The development of hardware and software and affordable network connectivity has led to wider use of technology (Barteit et al., 2020). The rapid growth of technology provides opportunities for changes in how students learn (Sharma, 2023). Today's learners tend to have high technological skills and are more accustomed to interactive and technology-based learning. Therefore, educational approaches must continuously adapt to meet this digital generation's needs and learning styles (Ferdinan et al., 2023).

These changes require educators to be active and creative in implementing learning, so educators must be able to use computer technology to support the learning process (Utomo & Yulianti, 2017). Technology implemented in educational aspects is utilized in the learning process and can also be used in the examination or evaluation process (Fadlyani et al., 2023). Teacher readiness in evaluation activities is key, to the pedagogical competence of a professional teacher (Rubtsova, 2023). Teachers are the most important factor influencing students (Tandzegolskienė-bielaglovė et al., 2023). The school's capability to drive innovation or new ideas such as the use of technology is equally important (Kyomuhendo et al., 2024).

An education platform is an online system that provides resources, tools, and information to help manage, support and develop education for all individuals involved in the education process (BAJÚZOVÁ & HRMO, 2024). Developers are trying to facilitate the learning process by creating an innovation by combining an object with the internet, thus opening up new opportunities for the development of applications and services in the field of education (Mohammed & Ali, 2022). The delivery of educational instruction has utilized this educational platform (Huynh & Tran, 2023). One of them is using an exam browser to carry out learning evaluations. Exam browsers are applications specifically designed for evaluation

403 **JIE** *(Journal of Islamic Education)*
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purposes, featuring a high level of security with access restrictions that prevent the use of other applications during the evaluation session. This provides a fair evaluation environment and emphasizes the importance of technology integration in enriching the overall learning experience (Rofiq et al., 2023). Exam Browser is key in ensuring the effectiveness of analyzing learner data results (Wen, 2023).

SMP Muhammadiyah 7 Colomadu Superior Program is one of the schools that has implemented the use of one of the exam browser applications, namely Riyu Exambro in conducting evaluations, especially for Al-Islam, Kemuhammadiyahan, and Arabic (ISMUBA) subjects which are the special identity of Muhammadiyah schools (Bastian, 2022). This relatively new school, revitalized in 2019, took a bold step by conducting a digital-based learning evaluation (ISMUBA Teacher, 2023). This research highlights the need to further examine how to integrate digital technology into the evaluation process.

Some previous research on the use of exam browsers in the learning evaluation process, research conducted by Ainur et al regarding the use of exam browsers in the implementation of digital-based PAS at MA Bilingual Kota Batu Malang is not only used for online learning but also used for face-to-face meetings. The use of the exam browser has proven to be very effective in terms of costs incurred and the efficiency of labor and time (Rofiq et al., 2023). Gunawan's research at SMA Negeri 1 Wangon shows that the use of exam browsers encourages the use of the internet in the world of education and is a solution so that students do not cheat on exams (Gunawan, 2023). Research conducted by Fadlyani et al., (2023) regarding the use of an Android-based Afresto Browser in the implementation of PAS at SMA Negeri 9 Semarang makes it easy for teachers to recap students' grades. This is because the Afresto Browser can be integrated with e-rapport so that educators can find out the scores of students who are inputted in e-rapport. A study conducted by Rokhmah et al., (2022) regarding the use of Moodle applications in the implementation of PAT at SMA Negeri 7 Surakarta, shows that the use of the Moodle application during PAT is quite easy to use.

Some of these previous studies discussed the limited use of exam browsers. Most exam browsers are only used for end-of-semester or mid-semester assessment evaluations. Therefore, this research will discuss the use of the Riyu Exambro application as the main evaluation media, which is used for all types of assessments, both daily assessments, midterm assessments, and end-of-semester assessments of Al-Islam, Kemuhammadiyahan, and Arabic (ISMUBA) subjects

II. METODE PENELITIAN

This research uses phenomenological qualitative research. The phenomenological approach was used in this study, to describe clearly through words, about events that occur in human life as they are (Nasir et al., 2016). This research was conducted at SMP Muhammadiyah 7 Colomadu Superior Program which was carried out in January 2023. The research location at SMP Muhammadiyah 7 Colomadu Excellence Program is chosen because SMP Muhammadiyah 7 Colomadu Excellence Program is one of the schools implementing digital-based evaluation. A relatively new school that dares to organize digital-based evaluations is also the reason researchers chose the school.

The research subjects taken by researchers were ISMUBA teachers and students of the SMP Muhammadiyah 7 Colomadu Superior Program. Data collection by researchers was carried out in stages, starting from 1) Observation, which is the researcher making a brief observation of the evaluation process at SMP Muhammadiyah 7 Colomadu Superior Program, 2) Interview, which is the process of seeking in-depth information to ISMUBA educators and students conducted on January 3, 2023, discussing the use of the Riyu Exambro application as an evaluation media, 3) Documentation, which is the collection of supporting data, such as photos or videos (Yusuf et al., 2020).

The data analysis process is carried out as proposed by Miles and Huberman which consists of 1) reducing data, which is a process where there is selection, emphasis on simplifying, abstracting, and transforming raw data recorded from direct observations in the field, 2) presenting data, namely the process of organizing information so that it is possible to conclude and the necessary action steps, 3) drawing conclusions continuously during the research process carried out

with a flexible approach, remaining open, and skeptical (Rijali, 2018). Data validity checking was carried out using source triangulation, which is the process of verifying the truth of information using a variety of different data sources. This means collecting data from several sources using similar methods (Ikhwan, 2021).

III. TEMUAN DAN PEMBAHASAN

Evaluation of Al-Islam, Kemuhammadiyahan, and Arabic Learning

The implementation of Al-Islam, Kemuhammadiyahan, and Arabic (ISMUBA) learning at SMP Muhammadiyah 7 Colomadu Superior Program involves several stages which can generally be divided into three main parts, namely determining the curriculum, making learning designs, and assessment/evaluation. The curriculum in this school can be categorized as a hybrid because there are variations in learning approaches between grade levels. Grade 7 has adopted the independent curriculum, while grade 8 and grade 9 continue to use the 2013 curriculum (ISMUBA Teacher, 2023). This decision reflects the flexibility in choosing and adjusting the curriculum according to the characteristics and needs of each grade level. This approach allows schools to adapt teaching methods to the development of learners and offers a variety of learning approaches to suit the specific needs of each grade level.

The second step is learning design, which aims to create an effective and meaningful learning experience for students. The independent curriculum uses the term "teaching module" as a substitute for the Learning Implementation Plan (RPP). Teaching modules are designed to guide the learning process independently by students. In contrast to lesson plans which are more of a teaching plan for educators, teaching modules focus on student learning guides. Because no examples of teaching modules are provided, the administration still refers to the 2013 curriculum, such as syllabus, annual programme (prota), semester programme (promes), and lesson plans. With the teaching module, the use of books from outside is eliminated. The process of making teaching modules is carried out by each ISMUBA subject teacher, where the material in the module is briefly arranged. Still, during teaching, it is expanded through explanation and practice. The module's source comes from the Directorate of Basic and Secondary

Education (Dikdasmen) Muhammadiyah. In addition, to enrich the learning material, teachers can also combine sources from the internet (ISMUBA Teacher, 2023).

The final step that is very crucial in the ISMUBA learning process is assessment or evaluation. Because Muhammadiyah schools use ISMUBA education as a substitute for Islamic Religious Education (PAI), the assessment is carried out by different educators, depending on the subjects taught, such as akidah, morals, worship, Tarikh, Arabic, and al Qur'an-hadist and kemuhammadiyahan. At the beginning of each semester, the teachers compile grades that include cognitive, affective, and psychomotor aspects. In the cognitive aspect, educators take values based on exams conducted by students, such as daily assessments (PH), mid-semester assessments (PTS), and end-of-semester assessments (PAS) which are carried out simultaneously. Daily assessment (PH) is carried out every one or two chapters. In preparing PTS and PAS questions, adjustments are made to the material taught, without following the questions provided by the Regional Leadership of Muhammadiyah (PDM) Karanganyar. The question package from PDM Karanganyar is only used as a question bank, which can be used as a reference source. Question packages that have not been used can still be used after the material is taught. Meanwhile, the assessment of affective and psychomotor aspects is based on the implementation of learning and the daily attitudes of students in the school environment. Thus, every educator is responsible for assessing and recording students' development in this aspect (ISMUBA Teacher, 2023).

When learners' scores are below average in remedial sessions, the open book approach is applied to encourage learners to read and write to deepen their understanding of the material. However, problems arose when some learners gave short answers during the remedial session. Therefore, after the remedial was conducted, it was followed by an additional evaluation, where questions were directly asked to learners to check their understanding. The evaluation results are then linked back to the material that has been learned. The score from this additional evaluation is then included in the learners' remedial score. The remedial

407   **JIE** *(Journal of Islamic Education)*
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process is not monitored directly by the educator, but the responsibility of supervision is given to the class leader to monitor the learners participating in the remedial session. The questions used in the remedial session are identical to the regular exam, consisting of several essay questions with varying difficulty levels. Scores are not disclosed on the questions, and learners are informed of the results after the exam. As additional preparation before the exam, a grid is provided so learners can better prepare (ISMUBA Teacher, 2023).

Implementing ISMUBA learning evaluation involves the active role of the government and schools. The government plays a role by providing the assessment instrument, while schools contribute by adding more specific elements. In addition, the evaluation also involves the participation of parents through the Parent Teacher Association (POMG), which is held every month on the second week of Saturday. During the event, the evaluation is shared with parents on the various aspects assessed, creating a close collaboration between the school, government, and parents to improve the quality of learning (ISMUBA Teacher, 2023).

Utilization of Riyu Exambro Application

At SMP Muhammadiyah 7 Colomadu Superior Program, there is a change in the learning evaluation system which now no longer uses paper-based evaluation instruments, but has switched to using an online-based application, namely Riyu Exambro. This application is the main choice for conducting evaluations in various types of assessments, including daily assessment (PH), mid-semester assessment (PTS), and end-of-semester assessment (PAS). The decision to adopt Exambro as the evaluation platform at SMP Muhammadiyah 7 Colomadu Superior Program aims to minimize the potential for fraud during the implementation of evaluations, especially in ISMUBA subjects. During the six months since the start of the first semester of the 2022 academic year, SMP Muhammadiyah 7 Colomadu Superior Program has implemented the Riyu Exambro application as the main tool in learning evaluation. The application focuses on assessing the cognitive aspects of learners, emphasizing the measurement of learners' understanding and knowledge. However, it is important to note that assessing affective and

psychomotor aspects still relies on traditional approaches. Educators' Direct observation is the basis for assessing learners' development and non-cognitive skills.

This application provides significant advantages, especially regarding evaluation efficiency and security (Gunawan, 2023). The benefits felt by using Riyu Exambro are preventing cheating, training on IT problems, disciplining students, and flexible work format (ISMUBA Teacher, 2023).

1. Prevent Cheating

    With an unlockable toolbar, examinees cannot access external sources or other applications that can be used to cheat during the exam. This helps to ensure honesty in test-taking.

2. Train on IT Problems.

    Using Riyu Exambro with advanced security features will help students and teachers understand and deal with IT issues that may occur. They will learn how to properly operate the platform and address technical issues that may arise.

3. Disciplining Students

    Providing updated tokens every 15 minutes and restricting access through an unlockable toolbar will help discipline students during exams. They will get used to the strict security procedures and understand the importance of following the rules during the exam.

4. Flexible Paperwork Format

    By using a combination of essay answers on paper and multiple choice on the app, students can complete the exam according to a predetermined format. This helps to measure the various abilities of students more effectively.

    The Riyu Exambro app allows the evaluation process to occur online, eliminating the dependence on traditional paper instruments. Thus, learners can easily access evaluation questions and provide answers through a digital platform. This not only makes it easier for learners but also makes it easier for teachers to conduct assessments, recap results, and provide feedback (Fadlyani et al., 2023). Moreover, this decision reflects adapting to technological developments and

409 JIE *(Journal of Islamic Education)*
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modern educational trends. By using Riyu Exambro, the SMP Muhammadiyah 7 Colomadu Superior Program provides a more sophisticated evaluation experience that aligns with the times' demands. Nonetheless, it should be recognized that the use of technology in evaluation is not free from challenges, such as the potential limited access to technology by all learners and further efforts to ensure integrity in using this application.

The process of evaluating ISMUBA learning with Riyu Exambro at SMP Muhammadiyah 7 Colomadu Superior Program is carried out through several stages, including making questions, archiving questions, making links, socializing the implementation of the exam to students, registering personal data and using tokens by students, working by students, and finally recording scores (ISMUBA Teacher, 2023).

1. Creation of Grids, Questions, and Answer Keys

Teachers will be responsible for making grids, questions, and answer keys according to the curriculum and materials that have been studied. Teachers use the Word application as a tool to compile evaluation questions.

2. Questions archiving

One of the teachers will be appointed as the provider of the online question archive. They will collect all the questions other teachers have created and store them in an online storage, such as Google Drive. By uploading the questions to Google Drive, it will be easier to access the questions and create an online repository (Duman & Oğuz, 2024).

3. Link Creation

Each teacher will enter the questions they have created into the Google Form. The number of questions for daily assessment (PH) is 5 questions with essay questions. The number of questions for the mid-semester assessment (PTS) is 15 short fill-in questions and 10 essay questions. The number of questions for the end-of-semester assessment (PAS) is 30 multiple-choice questions, 10 short fill-in questions, and 5 essay questions (ISMUBA Teacher, 2023). After the form is filled in with questions, the teacher will get a link to the form. Then, the link will

be shortened using services such as s.id to make it easier to distribute to test takers. Depending on each educator's preference and policy, the link can also be converted into a QR code.

4. Socialization of Test Implementation to Learners

Teachers or schools will socialize the exam implementation with students. Socialization is carried out a week before the exam is held so that students can prepare for all the needs needed during the exam. With socialization, the readiness of students in terms of technical implementation of the exam will also be better.

5. Registration of personal data and Token Usage by Learners

Before the exam, learners will be asked to enter their data and the token the teacher gave. These tokens will be changed every 15 minutes to enhance exam security and prevent cheating.

6. Execution by Learners

After entering the token, learners will start working on the exam questions according to the allotted time. The Riyu Exambro application allows learners to answer multiple-choice questions directly in the application. However, for essay-shaped questions, learners are directed to answer on paper sheets due to the limitations of the Riyu Exambro application which does not yet support automatic correction on these questions.

7. Grade Recording

Grade recapitulation at SMP Muhammadiyah 7 Colomadu Superior Program is not yet supported by automatic recapitulation using e-rapport, so teachers recapitulate grades manually.

Based on the stages carried out, several obstacles hindered the evaluation process. *First*, problems in entering Arabic fonts often occurred while making self-assessment questions. The fonts often become messy and difficult to read when the device is not set to use Arabic. Although efforts have been made to overcome this problem by setting the device to Arabic, the problem still sometimes arises. When the problem persists, one solution is to take a screenshot of the question in
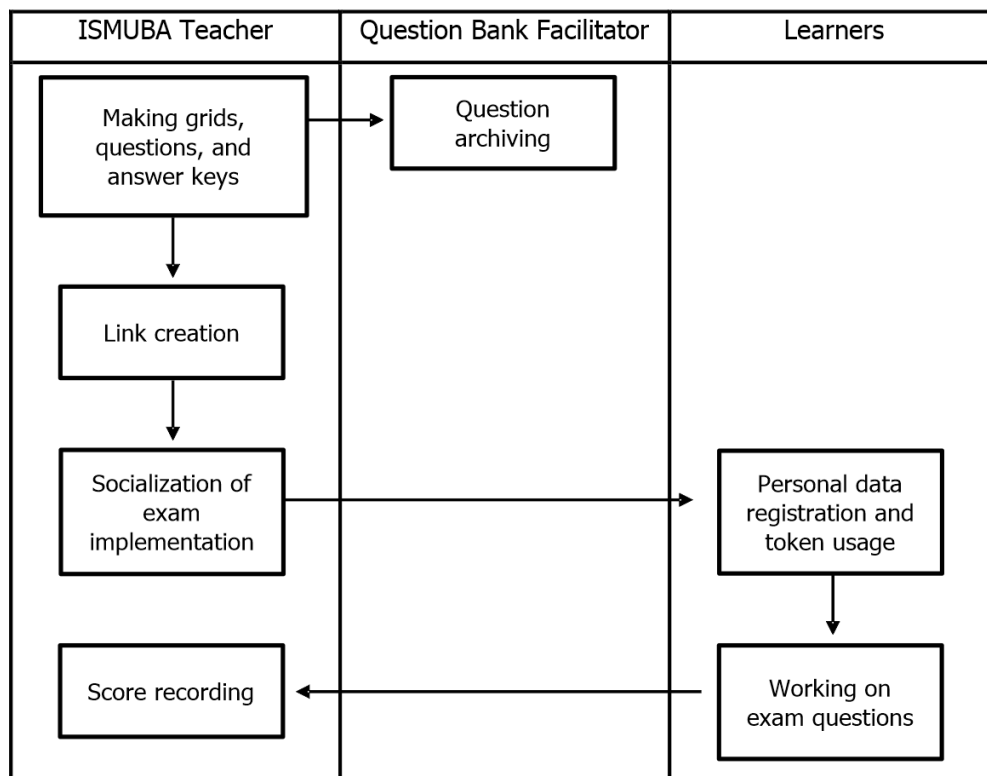
Arabic text format and convert it to an image. However, sometimes new problems arose when the image was cropped or not fully legible. The last step taken when there were still problems was to write the questions in Arabic on the blackboard. Although this is a simple solution, it can be an effective alternative in overcoming technical problems related to Arabic fonts (ISMUBA Teacher, 2023). To address this issue more systematically, a deeper understanding of device compatibility, font settings, and the use of applications or platforms that support Arabic well is needed. In addition, training and technical support for teachers in dealing with these kinds of technical issues are also important.

Secondly, technical problems related to internet signal. Although various service providers such as Tri, XL, By U, and Telkomsel have been used, learners often experience weak signals or cannot even connect when trying to enter the exam application. As a result, learners often experience errors such as error 404. To deal with this problem, a solution was found so that students use Indosat services whose signal is quite strong in the area of SMP Muhammadiyah 7 Colomadu Superior Program.

Third, the application screen is often refreshed, which causes learners to enter a new token and repeat their work. Although there has been anticipation by asking learners to keep their phone screens on or set the lock screen time to be longer, many learners still experience problems due to a lack of accuracy in managing their phone settings.

Fourth, related to the need for devices and internet access. Although the school has provided socialization and warnings to students to bring the necessary devices, such as smartphones and internet access, some problems were still found. Teachers have appealed to students who do not have smartphones, to report to the teacher a week before the exam starts. That way the teacher can prepare the devices for the learners. However, some students did not do this. So, it causes problems during the implementation of the exam (ISMUBA Teacher, 2023). To overcome this obstacle, schools must increase students' awareness of the importance of reporting their needs to teachers. This can be done through

more intensive socialization through class meetings, announcements on online learning platforms, or direct communication between teachers and students.

ISMUBA Teacher	Question Bank Facilitator	Learners
Making grids, questions, and answer keys	Question archiving	
Link creation		
Socialization of exam implementation		Personal data registration and token usage
		Working on exam questions
Score recording		

Figure 1. *ISMUBA learning evaluation process with Riyu Exambro*

The SMP Muhammadiyah 7 Colomadu Superior Program uses these various technologies to create a modern, efficient, and integrated evaluation system. This approach utilizes the advantages of the Riyu Exambro application in working on multiple-choice questions. It maximizes the use of Google Forms and Google Drive for efficiency in the creation, distribution, and recording of evaluation scores.

IV. UCAPAN TERIMA KASIH

V.   KESIMPULAN

Implementing ISMUBA learning involves several stages, including determining the curriculum, making teaching modules, and evaluation. Learning evaluation of Al-Islam, Kemuhammadiyahan, and Arabic (ISMUBA) at SMP Muhammadiyah 7 Colomadu Superior Program uses the Riyu Exambro application. The process of evaluating ISMUBA learning with Riyu Exambro at SMP Muhammadiyah 7 Colomadu Superior Program is carried out through several stages, including making questions, archiving questions, creating links, socializing the implementation of exams to students, registering personal data and using tokens by students, working by students, and finally recording scores. Using the Riyu Exambro application as an online evaluation platform provides advantages in preventing cheating, training IT problems, disciplining students, and providing flexible work formats. However, the study also identified some obstacles, such as technical problems related to Arabic fonts, unstable internet signals, application screens that are often refreshed, and the need for devices and limited internet access.

Overall, this study shows that the implementation of Riyu Exambro in ISMUBA learning evaluation at SMP Muhammadiyah 7 Colomadu Superior Program has significantly improved the efficiency, security, and quality of evaluation. However, to optimize the benefits of technology, it is necessary to have a deeper understanding of device compatibility, training for teachers in dealing with technical issues, and increasing students' awareness of the importance of reporting their needs to teachers. Thus, implementing technology in learning evaluation can be an effective instrument for improving the quality of education.S

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*Utilization of the Riyu Exambro Application as a Learning… – **Habibi Nur Rohman Syidiq, et al.*** **416**

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