

English Teachers' Perceptions and Challenges in Evaluating Digital Assessment in Indonesian Islamic Senior High Schools: A Systematic Literature Review

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Abstract

Digital assessment has become increasingly important in English language teaching due to the rapid integration of educational technology in Indonesian Islamic Senior High Schools. Despite its growing implementation, inconsistencies remain between teachers' positive perceptions and practical challenges in digital assessment practices. This study investigates English teachers' perceptions and challenges in evaluating digital assessment through a Systematic Literature Review. Twenty-five journal articles published between 2004 and 2025 were analyzed from Google Scholar, ERIC, Scopus, ScienceDirect, SINTA, and GARUDA databases. The findings reveal that teachers generally perceive digital assessment positively because it supports flexibility, student engagement, formative feedback, and authentic language learning. However, implementation remains constrained by limited digital literacy, inadequate technological infrastructure, unstable internet access, academic dishonesty, and insufficient professional training. Effective implementation therefore, requires continuous professional development, infrastructure improvement, institutional support, and stronger digital assessment literacy.

Keywords: digital assessment, teachers' perceptions, assessment challenges, English language teaching, systematic literature review

1. Introduction

The rapid development of educational technology has transformed teaching, learning, and assessment practices worldwide (Dian Susyla, 2023). In English language teaching, assessment is no longer limited to conventional paper-based examinations because teachers increasingly integrate digital platforms, online quizzes, multimedia projects, collaborative tasks, and technology-enhanced evaluation systems into classroom activities (Wardat & Akour, 2024). This transformation has significantly influenced English as a Foreign Language (EFL) learning environments, including Indonesian Islamic Senior High Schools (Madrasah Aliyah).

Digital assessment refers to assessment activities conducted through technological platforms and digital learning environments (Abbas & Alzubi, 2025). In EFL contexts, digital assessment enables teachers to evaluate students through online quizzes, e-portfolios, collaborative projects, multimedia presentations, and interactive assignments (Bassam & Baniyounes, 2024). Compared with traditional testing, digital assessment supports flexibility, immediate feedback, learner autonomy, and authentic communication practices.

The implementation of digital assessment intensified after the COVID-19 pandemic, when educational institutions shifted from face-to-face learning to online instruction (Joshi et al., 2020). Teachers were required to adapt rapidly to digital learning systems and online evaluation platforms to maintain educational continuity (Syarifuddin et al., 2024). In Indonesia, this transformation also aligns with the implementation of the Merdeka Curriculum, which



encourages teachers to integrate technology, creativity, collaboration, and student-centered learning into classroom instruction.

English teachers increasingly utilize platforms such as Google Forms, Quizizz, Kahoot, Canva, Padlet, YouTube, and Google Classroom to support assessment practices. These tools allow teachers to create more flexible and interactive assessment activities while simultaneously improving students' communication skills and digital literacy (Asmara et al., 2025).

Assessment plays a central role in English language teaching because it functions not only as a measurement tool but also as a process for monitoring students' progress and improving instructional quality (Brown H. Douglas & Abeywickrama Priyanvada, 2020). In digital learning environments, assessment becomes increasingly multimodal because students demonstrate language competence through written texts, presentations, videos, collaborative projects, and multimedia performances.

Teachers' perceptions toward digital assessment are particularly important because teachers are directly responsible for planning, implementing, and evaluating classroom assessment activities (Zhang & Dixon, 2022). Teachers' beliefs strongly influence technology integration, instructional decision-making, and classroom assessment practices. Several studies indicate that English teachers generally demonstrate positive perceptions toward digital assessment because it improves interaction, flexibility, collaboration, and student engagement (Wang, 2024).

Digital assessment is also closely related to multimodal learning practices. Through digital storytelling, online presentations, collaborative projects, and e-portfolios, students may demonstrate language competence more authentically than through traditional examinations. Such practices are consistent with student-centered learning approaches emphasizing communication, creativity, and collaboration (Shadiev & Wang, 2022).

Despite these advantages, teachers continue experiencing several implementation challenges. Many studies report that teachers still face difficulties related to digital literacy, technological infrastructure, internet accessibility, assessment validity, and academic integrity (Diarsini et al., 2022). Teachers also require stronger assessment literacy to evaluate multimodal learning products effectively.

Theoretical discussions regarding digital assessment implementation are closely related to Teachers' Perception Theory, Language Assessment Literacy (LAL), and the Technology Acceptance Model (TAM). Teachers' Perception Theory explains that teachers' beliefs influence classroom practices and technology adoption decisions. Meanwhile, Language Assessment Literacy emphasizes teachers' competence in designing, implementing, and interpreting effective assessment practices (Suherman, 2022). The Technology Acceptance Model further explains that technology adoption depends on perceived usefulness and perceived ease of use.

Although many previous studies have discussed online learning and digital assessment, several gaps remain. First, many studies focus on universities or general educational settings, while limited research specifically examines Indonesian Islamic Senior High Schools. Second, previous research often discusses educational technology broadly without focusing specifically on teachers' perceptions and challenges in evaluating digital assessment. Third, limited systematic literature reviews synthesize findings related to digital assessment, multimodal evaluation, and teachers' assessment literacy in Islamic educational contexts.

Therefore, this study investigates English teachers' perceptions and challenges in evaluating digital assessment through a Systematic Literature Review (SLR). The study addresses the following research questions:

1. How do English teachers perceive digital assessment implementation in Indonesian Islamic Senior High Schools?
2. What challenges do teachers experience in evaluating digital assessment practices?
3. What digital assessment practices are commonly implemented in EFL classrooms?
4. What recommendations are proposed for improving digital assessment implementation?

2. Method

Research Design

This study employed a Systematic Literature Review (SLR) design to synthesize findings related to English teachers' perceptions and challenges in evaluating digital assessment. The SLR method allows researchers to identify, evaluate, and interpret previous studies systematically and transparently (Mbandlwa, 2026). The review followed the PRISMA framework, consisting of identification, screening, eligibility assessment, and inclusion stages.

Data Sources and Search Strategy

The literature search was conducted between January and March 2026 using six academic databases: Google Scholar, ERIC, Scopus, ScienceDirect, SINTA, GARUDA

The search utilized several keywords related to digital assessment and English language teaching, including: digital assessment, online assessment, teachers' perceptions, assessment challenges, English language teaching, EFL teachers, multimodal assessment, technology-enhanced assessment, Madrasah Aliyah

Inclusion and Exclusion Criteria

The reviewed studies met the following inclusion criteria:

1. Published between 2004 and 2025

2. Discussed digital assessment in English language teaching
3. Focused on teachers' perceptions, challenges, or assessment literacy
4. Conducted in EFL or Indonesian educational contexts
5. Published in peer-reviewed journals
6. Written in English
7. Accessible in full-text format

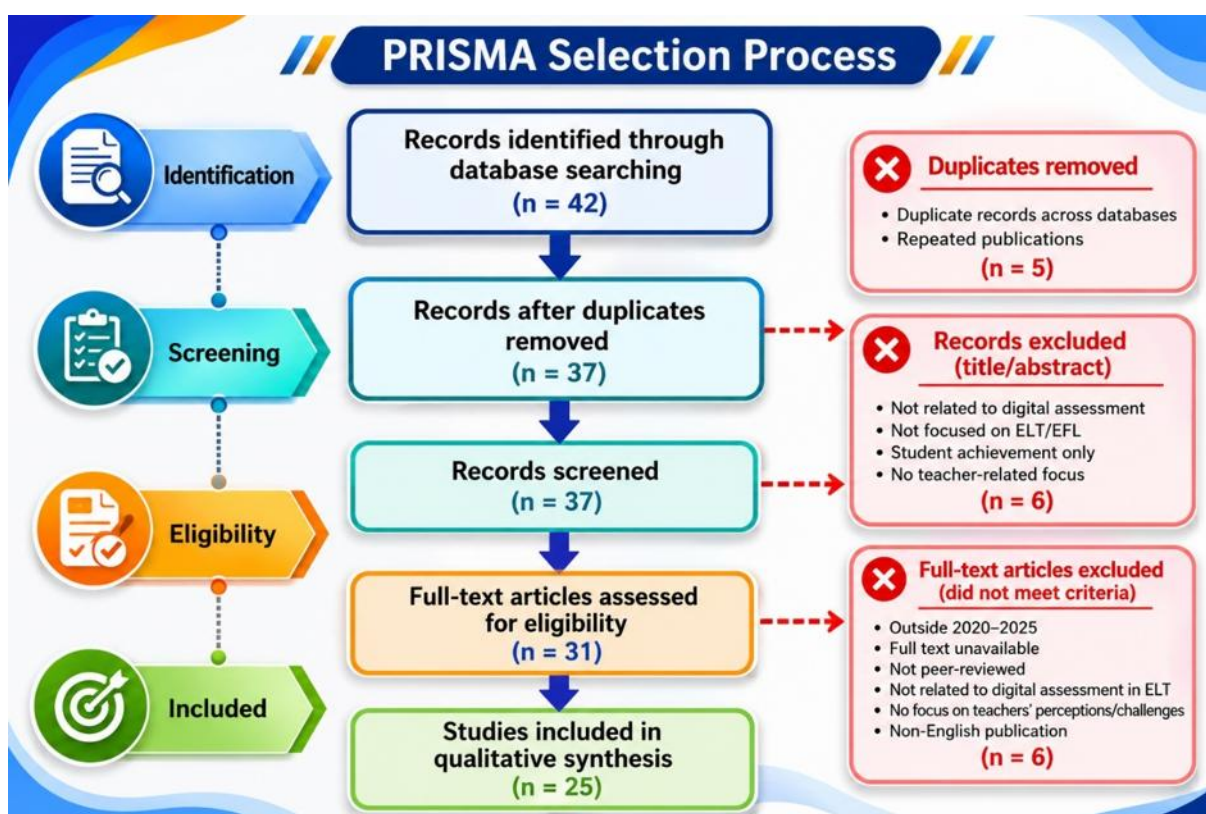
Studies were excluded if they: Did not discuss digital assessment practices

8. Focused only on students' achievement
9. Were unpublished manuscripts or conference abstracts
10. Were duplicate studies
11. Were unrelated to English language teaching

Study Selection Process

Initially, 42 studies were identified through database searching. After duplicate removal and title screening, 31 studies remained for full-text assessment. Finally, 25 studies fulfilled all inclusion criteria and were included in the final synthesis.

Table 2.1 PRISMA Selection Process



Data Extraction

The extracted data included authors, publication year, research design, participants, educational context, research focus, digital assessment practices, teachers' perceptions, implementation challenges, and major findings.

Table 2.2 Data Extraction Template

No	Author/Year	Research Design	Participants	Context	Method	Focus Study	Challenges	Teacher Perception	Findings
1	(Yousef & Abduh, 2021)	Mixed Method	26 EFL Teachers	University EFL	Survey and Interview	Online assessment perceptions	Assessment validity and online monitoring	Teachers perceived online assessment positively but difficult	Teachers adapted positively despite implementation difficulties.

2	(Brown G.T.L, 2004)	Quantitative Study	525 Teachers	Educational Context	Questionnaire	Teachers' conceptions of assessment	Balancing assessment purposes	to monitor. Teachers viewed assessment as important for improving instruction.	Assessment influenced teaching quality and student achievement.
3	(Chen et al., 2021)	Bibliometric Review	1,295 Articles	CALL Research	Bibliometric Analysis	Digital learning trends	Technology adaptation in ELT	Teachers viewed technology as supportive of interactive learning.	CALL research increasingly emphasized multimodal learning.
4	(Mirza, 2021)	Qualitative Study	University Teachers	University EFL	Interview	Online assessment reliability	Reliability and cheating concerns	Teachers preferred authentic assessment over online examinations.	Teachers questioned online assessment reliability.
5	(Mawhinney & Centre, 2011)	Literature Review	Previous Studies	Higher Education	Literature Analysis	Online assessment implementation	Limited interaction in virtual assessment	Teachers believed online assessment improved flexibility.	Digital assessment supported continuous learning monitoring.
6	(Kurniati et al., 2023)	Qualitative Study	Indonesian Teachers	Indonesian Secondary School	Interview	Online assessment challenges	Internet access and digital literacy	Teachers perceived digital assessment as useful but technically difficult.	Internet accessibility became a major challenge.
7	(Baleni, 2015)	Mixed Method	Lecturers and Students	Higher Education	Survey and Observation	Online formative assessment	Teacher workload	Teachers appreciated immediate feedback systems.	Online assessment improved engagement and feedback.
8	(Mahmud et al., 2025)	Ethnographic Study	EFL Teachers	Indonesian Senior High School	Observation and Interview	Digital literacy integration	Limited technological competence	Teachers viewed digital tools positively for collaboration	Digital literacy improved communication and interaction.

9	(Sriyeni et al., 2024)	Research and Development	Teachers and Students	EFL Classroom	Experimental Development	Online formative assessment	Technology adaptation	Teachers believed online assessment improved interaction.	Digital assessment improved communication skills.
10	(A.Rasyid & Djamereng, Nur, Akbar, 2024)	Qualitative Case Study	English Teachers	Indonesian Schools	Interview and Observation	Assessment challenges	Institutional and pedagogical barriers	Teachers supported digital assessment despite obstacles.	Teachers needed stronger assessment literacy support.
11	(F.Rasyid & Nuriyah, 2023)	Comparative Study	English Teachers	EFL Context	Comparative Analysis	Digital literacy competence	Limited digital skills	Teachers perceived technology positively but lacked confidence.	Most teachers showed intermediate digital literacy.
12	(Joshi et al., 2020)	Review Article	Previous Studies	Educational Context	Literature Review	Online assessment concepts	Technological readiness	Teachers viewed online assessment as flexible and efficient.	Digital assessment improved learner autonomy.
13	(Asmarita et al., 2025)	Qualitative Study	Teachers	Indonesian ELT	Interview	Digital assessment implementation	Infrastructure limitation	Teachers believed digital tools improved efficiency.	Quizizz and Google Forms improved feedback quality.
14	(Zong, 2025)	Conceptual Study	Literature Sources	Educational Technology	Conceptual Analysis	Digital evaluation methods	Adaptation to new technologies	Teachers viewed digital evaluation as objective and efficient.	Digital systems supported effective evaluation practices.
15	(Dian Susyla, 2023)	Systematic Review	Journal Articles	ELT Context	Literature Synthesis	Digital assessment in ELT	Teacher readiness	Teachers perceived digital assessment as adaptive and interactive.	Digital assessment supported personalized learning.
16	(Ahmed & Sidiq,	Literature Review	Journal Articles	Online Learning	Literature Analysis	Assessment validity and	Cheating and plagiarism	Teachers questioned fairness	Academic integrity became a

	2023)					reliability		in online assessme nt.	major concern.
17	(Nurha yati et al., 2024)	Qualitati ve Study	EFL Teachers	EFL Classroo m	Interview	Listening assessment challenges	Difficulty designing rubrics	Teachers struggled evaluatin g multimod al performa nce.	Teachers needed clearer scoring criteria.
18	(Wulan dari et al., 2024)	Case Study	EFL Students	Universi ty EFL	Observatio n and Document ation	E-portfolio assessment	Technical implementa tion issues	Teachers believed portfolios improved engagemen t.	E- portfolios improved speaking participatio n.
19	(Saeed & Moqbel , 2023)	Theoretic al Study	Literatur e Sources	Languag e Assessm ent	Theoretica l Analysis	AI and language assessment	AI adaptation in assessment	Teachers perceived AI as supportiv e of innovativ e assessme nt.	AI required more authentic evaluation strategies.
20	(Nurhi dayat et al., 2024)	Mixed Method	English Teachers	Indonesi an ELT	Survey and Interview	Technolog y integration	Limited technologic al training	Teachers supported technolog y- enhanced learning.	Technolog y integration promoted 21st- century skills.
21	(Dadi & Saehu, 2024)	Qualitati ve Study	Teachers and Students	Educati onal Assessm ent	Interview	Washback effect of examinatio n	Overdepend ence on standardize d testing	Teachers criticized narrow digital assessme nt practices.	Standardiz ed testing produced negative washback.
22	(Arthur Hughes , vazque z, 2021)	Theoretic al Study	Literatur e Sources	Languag e Testing	Conceptua l Analysis	Language testing principles	Validity and reliability maintenanc e	Teachers emphasiz ed authentic and fair assessme nt.	Effective assessment required validity and authenticit y.
23	(Diarsi ni et al., 2022)	Library Research	Previous Studies	Online Learnin g	Literature Review	Online assessment challenges	Internet access and digital literacy	Teachers experien ced difficultie s adapting to online systems.	Digital literacy became a significant barrier.
24	(Grab, 2025)	Mixed Method	ESL Teachers and Students	ESL Classroo m	Survey and Interview	Digital feedback systems	Technologi cal adaptation	Teachers believed digital feedback increased motivatio	Feedback systems improved learning engagemen t.

25	(Mahmud et al., 2025)	Qualitative Study	EFL Teachers	EFL Classroom	Observation and Interview	Digital literacy implementation	Technology integration challenges	n. Teachers perceived digital learning positively.	Digital literacy supported communicative learning environments.
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Data Analysis Technique

This study employed thematic synthesis analysis to identify recurring patterns and themes across the reviewed studies. The coding process focused on: teachers' perceptions, digital assessment challenges, digital assessment practices, assessment literacy, technology integration, and implementation recommendations.

The findings were synthesized into four major themes: Teachers' perceptions toward digital assessment, Challenges in evaluating digital assessment, Digital assessment practices in EFL contexts, Recommendations for improving implementation.

3. Findings and Discussion

Characteristics of Included Studies

The reviewed studies originated from various educational contexts, particularly Indonesian senior high schools, universities, and EFL classrooms. Most studies employed qualitative and mixed-methods approaches because researchers aimed to explore teachers' beliefs, attitudes, and classroom experiences in depth.

The studies discussed digital assessment implementation, online learning, multimodal assessment, language assessment literacy, and technology integration. Indonesian educational settings became the dominant context because digital transformation and online learning implementation increased significantly after the COVID-19 pandemic.

Table 3.1. Summary of Study Characteristics

No	Aspect	Description	Frequency	Supporting Studies
1	Method	Most reviewed studies employed qualitative, mixed-method, and literature review approaches to investigate digital assessment implementation and teachers' experiences.	25 Studies	Abduh (2021), Kurniati et al. (2023), Mahmud et al. (2025), Susyla & Jaya (2023)
2	Focus	The reviewed studies mainly focused on digital assessment implementation, teachers' perceptions, assessment challenges, multimodal assessment, and digital literacy in EFL contexts.	25 Studies	Rasyid et al. (2024), Ahmed & Sidiq (2023), Wulandari et al. (2024)
3	Context	Most studies were conducted in Indonesian EFL classrooms, universities, secondary schools, and online learning environments.	22 Studies	Abduh (2021), Asmara et al. (2025), Nurhidayat et al. (2024)
4	Teacher Perception	Teachers generally showed positive perceptions toward digital assessment because it supported flexibility, interaction, feedback, and authentic learning, although several studies also reported concerns regarding validity and cheating.	Positive: 20 Studies Negative: 5 Studies	Mahmud et al. (2025), Joshi et al. (2020), Ahmed & Sidiq (2023), Mirza (2021)
5	Barriers/Challenges	Major barriers included limited digital literacy, unstable internet access, inadequate infrastructure, assessment validity concerns, teacher workload, and lack of professional training.	23 Studies	Kurniati et al. (2023), Diarsini et al. (2022), Rasyid et al. (2024)
6	Supporting Ideas	The reviewed studies emphasized professional development, institutional support, multimodal assessment, infrastructure improvement, and stronger assessment literacy for effective implementation.	18 Studies	Susyla & Jaya (2023), Moqbel & Al-Kadi (2023), Wulandari et al. (2024)
7	Academic Dishonesty and Cheating	Teachers expressed concerns regarding cheating, plagiarism, and fairness during online	9 Studies	Ahmed & Sidiq (2023), Mirza (2021),

assessments because students could easily access external resources during examinations.

Rasyid et al. (2024),
Diarsini et al. (2022)

The reviewed studies consistently demonstrated that teachers generally showed positive perceptions toward digital assessment despite experiencing several pedagogical and technological challenges.

Teachers' Perceptions toward Digital Assessment

The synthesis findings indicate that English teachers generally perceive digital assessment positively because it creates more flexible, interactive, and student-centered learning environments. Teachers believed that digital assessment improved engagement, collaboration, communication, and classroom interaction.

Teachers appreciated the flexibility offered by digital platforms because assessment activities could be conducted anytime and anywhere. Online tools such as Google Forms, Quizizz, and Kahoot simplified evaluation procedures, supported immediate feedback, and improved assessment efficiency (Joshi et al., 2020).

Several studies also revealed that digital assessment increased student participation because learners could interact through multimodal activities such as collaborative projects, digital storytelling, online discussions, video presentations, and multimedia assignments. Mahmud et al. found that digital literacy integration encouraged students to become more collaborative and active during learning activities (Mahmud et al., 2025).

Teachers additionally perceived digital assessment as supportive of authentic language evaluation because students could demonstrate language competence through meaningful communication practices rather than memorization-based examinations. Wulandari et al. explained that e-portfolio assessment improved speaking performance and reflective learning (Wulandari et al., 2024).

Table 3.2 Summary of Teachers' Perceptions

No	Perception Aspect	Description	Frequency	Supporting Studies
1	Flexibility	Digital assessment enables assessment anytime and anywhere.	20 Studies	Abduh (2021), Joshi et al. (2020), Susyla & Jaya (2023)
2	Student Engagement	Digital tools increase participation and classroom interaction.	18 Studies	Mahmud et al. (2025), Baleni (2015), Sriyeni & Sudimantara (2024)
3	Authentic Learning	Students demonstrate language competence through multimedia tasks.	16 Studies	Wulandari et al. (2024), Hughes & Hughes (2020)
4	Feedback Efficiency	Online systems provide immediate and continuous feedback.	15 Studies	Baleni (2015), Grab (2025), Joshi et al. (2020)
5	Learner Autonomy	Students monitor and evaluate their own learning progress.	13 Studies	Susyla & Jaya (2023), Abduh (2021)
6	Collaboration	Digital assessment supports collaborative learning activities.	12 Studies	Mahmud et al. (2025), Nurhidayat et al. (2024)
7	Digital Literacy Development	Assessment practices improve technological competence.	11 Studies	Mahmud et al. (2025), Asmara et al. (2025)
8	Assessment Efficiency	Teachers perceive online assessment as time-saving and practical.	10 Studies	Joshi et al. (2020), Zong (2025)
	Academic Dishonesty and Cheating	Teachers expressed concerns regarding cheating, plagiarism, and fairness during online assessments because students could easily access external resources during examinations.	9 Studies	Ahmed & Sidiq (2023), Mirza (2021), Rasyid et al. (2024), Diarsini et al. (2022)

Despite these positive perceptions, some teachers still questioned assessment reliability and fairness in online learning environments because of cheating and plagiarism concerns (Ahmed & Sidiq, 2023).

Challenges in Evaluating Digital Assessment

The reviewed studies consistently reported several implementation challenges. The most dominant challenge involved limited digital literacy. Many teachers experienced difficulties operating digital platforms, designing online assessment activities, and integrating educational technology effectively.

Another important challenge involved unstable internet connectivity and inadequate technological infrastructure. Several Indonesian educational contexts still experience limited digital facilities and unequal technological access, particularly in rural areas.

Assessment validity and academic integrity also emerged as recurring concerns. Teachers questioned whether online assessments accurately reflected students' real abilities because students could easily access external resources during examinations.

Teachers additionally experienced difficulties designing reliable scoring rubrics for multimodal learning products. Evaluating collaboration, creativity, communication skills, and language competence simultaneously required stronger assessment literacy.

Table 3.3 Challenges in Digital Assessment

No	Description	Frequency	Supporting Studies
1. Digital Literacy Limitation	Teachers experienced difficulties operating digital platforms and designing technology-enhanced assessment activities effectively.	21 Studies	Mahmud et al. (2025), Rasyid & Nuriyah (2023), Diarsini et al. (2022)
2. Internet Accessibility	Unstable internet connections and unequal technological access disrupted digital assessment implementation.	19 Studies	Kurniati et al. (2023), Asmara et al. (2025), Diarsini et al. (2022)
3. Assessment Validity	Teachers questioned the reliability, fairness, and authenticity of online assessment practices.	17 Studies	Ahmed & Sidiq (2023), Mirza (2021), Hughes & Hughes (2020)
4. Professional Training	Limited workshops and institutional support reduced teachers' digital assessment literacy and technological readiness.	15 Studies	Rasyid et al. (2024), Nurhidayat et al. (2024), Abduh (2021)
5. Teacher Workload	Digital assessment required extensive preparation, monitoring, scoring, and feedback provision.	13 Studies	Baleni (2015), Sriyeni & Sudimantara (2024), Rasyid et al. (2024)
6. Academic Dishonesty and Cheating	Teachers expressed concerns regarding cheating, plagiarism, and unfair assessment practices during online examinations.	12 Studies	Ahmed & Sidiq (2023), Mirza (2021), Rasyid et al. (2024), Diarsini et al. (2022)

Several studies also emphasized limited professional development opportunities focusing on digital assessment literacy and educational technology integration. Consequently, many teachers adapted independently to online learning systems.

Overall, the findings demonstrate that challenges in evaluating digital assessment are multidimensional because they involve technological, pedagogical, institutional, and assessment literacy factors.

Digital Assessment Practices in EFL Contexts

The reviewed studies demonstrated that digital assessment practices varied depending on institutional readiness and technological access. Online quizzes became one of the most common assessment practices because they were easy to administer and provided automatic scoring systems.

Teachers also implemented multimodal assessment practices such as collaborative projects, video presentations, e-portfolios, multimedia assignments, and digital storytelling. These practices enabled students to demonstrate language competence through authentic communication activities.

Video presentations were commonly used to assess speaking performance, pronunciation, creativity, and communication skills. Platforms such as YouTube and Zoom frequently support oral presentation activities.

E-portfolio assessment also became increasingly important because teachers could monitor students' learning development continuously. Portfolio assessment supported reflective learning and learner autonomy.

Table 3.4 Digital Assessment Practices in EFL Contexts

No	Assessment Practice	Example Platforms	Frequency	Supporting Studies
1	Online Quizzes	Google Forms, Quizizz, Kahoot	21 Studies	Joshi et al. (2020), Asmara et al. (2025), Susyla & Jaya (2023)
2	E-Portfolios	Google Classroom, Facebook	16 Studies	Wulandari et al. (2024), Abduh (2021)
3	Video Presentations	YouTube, Zoom	15 Studies	Sriyeni & Sudimantara (2024), Mahmud et al. (2025)
4	Collaborative Projects	Canva, Padlet	14 Studies	Mahmud et al. (2025), Nurhidayat et al. (2024)
5	Digital Storytelling	Canva, Powtoon	12 Studies	Wulandari et al. (2024), Susyla & Jaya (2023)
6	AI-Assisted Assessment	AI Writing Tools, Automated Feedback Systems	8 Studies	Moqbel & Al-Kadi (2023), Chen et al. (2021)

The findings further demonstrate that digital assessment practices have become increasingly multimodal, authentic, and student-centered in EFL classrooms.

Recommendations for Improving Digital Assessment

The reviewed studies proposed several recommendations for improving digital assessment implementation. The most common recommendation involved continuous professional development focusing on digital assessment literacy, technology integration, and multimodal evaluation.

Several studies also emphasized the importance of improving technological infrastructure, including internet connectivity, digital facilities, and technical support systems.

Another important recommendation involved strengthening teachers' assessment literacy, particularly regarding validity, reliability, fairness, and rubric development for multimodal learning products.

Table 3.5 Recommendations for Improving Digital Assessment

No	Recommendation	Purpose	Supporting Studies
1	Professional Training	Improve teachers' digital assessment literacy and technological competence.	Abduh (2021), Mahmud et al. (2025), Nurhidayat et al. (2024)
2	Infrastructure Improvement	Support stable and effective online assessment implementation.	Kurniati et al. (2023), Asmara et al. (2025), Diarsini et al. (2022)
3	Standardized Rubrics	Maintain fairness, validity, and consistency in digital assessment practices.	Nurhayati et al. (2024), Hughes & Hughes (2020)
4	Institutional Support	Encourage technology integration and sustainable assessment practices.	Rasyid et al. (2024), Mahmud et al. (2025)
5	Multimodal Assessment	Promote authentic language learning and student-centered assessment.	Wulandari et al. (2024), Sriyeni & Sudimantara (2024)
6	AI Adaptation	Support innovative and adaptive digital evaluation practices.	Moqbel & Al-Kadi (2023), Chen et al. (2021)

Overall, successful digital assessment implementation requires collaboration among teachers, institutions, policymakers, and technological support systems.

Discussion

Positive Perceptions toward Digital Assessment

The findings indicate that English teachers generally perceive digital assessment positively because it supports flexibility, engagement, interaction, and authentic communication practices. Teachers believed that technology-enhanced assessment created more interactive and student-centered learning environments.

This finding aligns with previous studies suggesting that digital assessment improves learner engagement and collaborative learning experiences (Dian Susyla, 2023; Mahmud et al., 2025). Teachers additionally considered digital assessment beneficial because students could demonstrate language competence through multiple communication modes rather than relying solely on written examinations.

Another important implication concerns learner autonomy. The reviewed studies suggest that digital assessment encourages students to participate actively in self-assessment and reflective learning activities. Such practices are consistent with student-centered learning approaches emphasizing active participation and collaboration.

Teachers also perceived digital assessment as supportive of twenty-first century competencies, including creativity, communication, collaboration, critical thinking, and digital literacy. Consequently, digital assessment functions not only as an evaluation tool but also as an instructional strategy supporting modern educational goals.

Challenges Related to Digital Assessment Literacy

Despite positive perceptions, teachers continue experiencing substantial challenges related to digital assessment implementation. Digital literacy limitations emerged as one of the most dominant issues across the reviewed studies. Many teachers lacked confidence in operating digital platforms and designing technology-enhanced assessment activities. The reviewed studies additionally indicate that multimodal assessment requires more sophisticated evaluation competence compared with traditional testing methods. Teachers must evaluate language competence, creativity, communication skills, collaboration, and technological performance simultaneously.

Assessment reliability and academic integrity also remain major concerns in online learning environments because students can access external resources easily during examinations.

Infrastructure limitations further complicated implementation. Several Indonesian educational contexts still experience unstable internet connectivity and unequal technological access, influencing both teaching quality and assessment effectiveness.

Teacher workload additionally became a recurring issue because digital assessment often requires extensive preparation, monitoring, and feedback provision. Consequently, teachers require institutional support and technological assistance to manage online assessment effectively.

Overall, the findings suggest that successful digital assessment implementation requires collaboration among teachers, institutions, policymakers, and technological support systems.

Implications for Indonesian Islamic Senior High Schools

Academic dishonesty and cheating should become a primary concern in digital assessment implementation within Indonesian Islamic Senior High Schools (Madrasah Aliyah). Academic integrity is not merely an assessment principle but also an essential moral value embedded in Islamic education. Honesty (*sidq*), trustworthiness (*amanah*), and responsibility are fundamental ethical foundations that guide students' academic behavior and character development. Several studies have emphasized that Islamic educational institutions are expected to cultivate strong academic honesty and prevent unethical practices such as cheating and plagiarism because these behaviors contradict both educational and religious values (Suud et al., 2019; Farah, 2021). Recent studies further indicate that academic misconduct remains a significant challenge in digital learning environments due to easier access to online resources and technological tools, making stronger integrity-based assessment policies increasingly necessary. Therefore, Madrasah Aliyah should integrate digital assessment practices with character education programs emphasizing honesty, accountability, and ethical technology use. Teachers should also design authentic and performance-based assessments that reduce opportunities for cheating while promoting meaningful learning experiences. Such efforts may strengthen both students' academic competence and Islamic moral values simultaneously.

Furthermore, educational institutions should prioritize teacher training programs focusing on digital literacy, assessment literacy, and multimodal evaluation practices. Teachers require continuous professional development to adapt to rapidly changing educational technologies.

In addition, infrastructure development remains necessary for improving online learning implementation. Schools require adequate internet access, multimedia facilities, and technological support systems to facilitate digital assessment effectively.

Educational institutions should also develop clear guidelines and standardized rubrics for evaluating multimodal learning products. Such guidelines may help teachers maintain fairness, reliability, and transparency in digital assessment practices.

School leaders and policymakers are additionally encouraged to provide stronger institutional support through educational policies promoting innovation, technology integration, and sustainable assessment practices.

Finally, integrating authentic and multimodal assessment practices may strengthen English language learning quality in Islamic educational settings. Digital storytelling, collaborative projects, online presentations, and e-portfolios can support communicative competence while simultaneously developing students' creativity, digital literacy, and critical thinking skills.

4. Conclusion

This systematic literature review examined English teachers' perceptions, challenges, practices, and recommendations regarding digital assessment implementation in Indonesian Islamic Senior High Schools (Madrasah Aliyah). Based on the synthesis of twenty-five studies, several conclusions can be drawn in response to the research questions.

First, regarding teachers' perceptions of digital assessment implementation, the reviewed studies indicate that English teachers generally hold positive attitudes toward digital assessment because it provides greater flexibility, facilitates immediate feedback, increases student engagement, and promotes authentic language learning experiences (Joshi et al., 2020; Mahmud et al., 2025; Wulandari et al., 2024). Teachers perceive digital assessment as an effective approach for supporting learner autonomy, collaboration, and the development of twenty-first-century skills, including communication, creativity, critical thinking, and digital literacy. Nevertheless, some teachers remain concerned about assessment validity, reliability, and fairness in online environments (Ahmed & Sidiq, 2023; Mirza, 2021).

Second, concerning the challenges experienced by teachers in evaluating digital assessment practices, the findings reveal that implementation is influenced by multiple technological, pedagogical, and institutional factors. The most frequently reported challenges include limited digital literacy, inadequate technological infrastructure, unstable internet connectivity, insufficient professional training, increased teacher workload, and concerns related to academic dishonesty and cheating (Diarsini et al., 2022; Kurniati et al., 2023; Rasyid et al., 2024). Teachers also encounter difficulties in designing valid assessment instruments and evaluating multimodal learning products fairly and consistently, indicating the need for stronger digital assessment literacy and assessment competence.

Third, with respect to commonly implemented digital assessment practices in EFL classrooms, the literature demonstrates that teachers frequently employ online quizzes through platforms such as Google Forms, Quizizz, and Kahoot, alongside e-portfolios, video presentations, collaborative projects, digital storytelling, and AI-assisted assessment tools (Asmara et al., 2025; Mahmud et al., 2025; Wulandari et al., 2024). These practices reflect a shift from traditional testing toward more authentic, multimodal, and student-centered forms of assessment that enable learners to demonstrate language proficiency through meaningful communicative tasks.

Fourth, regarding recommendations for improving digital assessment implementation, the reviewed studies consistently emphasize the importance of continuous professional development, infrastructure enhancement, institutional

support, standardized assessment rubrics, and the strengthening of teachers' assessment literacy (Abduh, 2021; Nurhayati et al., 2024; Mahmud et al., 2025). Furthermore, integrating multimodal assessment and emerging technologies should be accompanied by clear pedagogical guidelines to ensure validity, reliability, and educational effectiveness.

Within the specific context of **Indonesian Islamic Senior High Schools (Madrasah Aliyah)**, digital assessment should not only function as a tool for measuring language achievement but also serve as a means of fostering Islamic values and character education. Academic integrity, honesty (*sidq*), trustworthiness (*amanah*), and responsibility should be integrated into digital assessment policies and classroom practices because concerns regarding cheating and plagiarism remain significant in online learning environments (Farah & Malang, 2021; Akbar & Picard, 2020; Chiang et al., 2022). Therefore, successful digital assessment implementation in Madrasah Aliyah requires a balanced integration of technological innovation, assessment literacy, institutional support, and Islamic educational values. Such integration can help ensure that digital assessment contributes not only to students' English language proficiency but also to their moral and character development, which remains a central objective of Islamic education.

This review ultimately highlights that the effectiveness of digital assessment in Indonesian Islamic Senior High Schools depends on teachers' preparedness, institutional commitment, and the alignment of assessment practices with both contemporary educational demands and the foundational values of Islamic education. Future research should investigate classroom-based implementation of digital assessment in Madrasah Aliyah to further explore the relationships among assessment literacy, academic integrity, multimodal learning, and technology-enhanced English language teaching.

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