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Utilization of Evalbee as an Application for Correcting Student Answers in the Al-Qur'an Hadith Subject

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Abstract: This study aims to describe the use of the Evalbee application in correcting students' answers in the subject of Al-Qur'an Hadith at MAS Sabilal Muhtadin. The research addresses the issue of delayed and inaccurate manual grading, which affects both assessment quality and teacher workload. Evalbee, a mobile-based automated correction application, offers convenience, speed, and accuracy, particularly for multiple-choice and short-answer questions. This research uses a qualitative descriptive approach with data collected through interviews, observations, and documentation. The findings reveal that Evalbee facilitates the correction process, reduces teachers' administrative burdens, and accelerates grade processing, thereby enhancing the overall quality of assessment. These results support the Technology Acceptance Model (TAM), which emphasizes perceived usefulness and ease of use as key factors in technology adoption. Evalbee proves to be an effective educational technology innovation, especially for Islamic education settings with limited resources. The study recommends broader implementation of similar technologies to support digital transformation in madrasah-based education.

Keywords: Evalbee, Technology, Evaluation

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A. INTRODUCTION

Learning evaluation is an important component in the education process which functions to assess the achievement of student competencies and the effectiveness of the learning that has been carried out (Al-faruq, 2023). In the context of learning the Al-Qur'an and Hadith in madrasas, evaluation is not only interpreted as an assessment of cognitive learning outcomes, but also as a means to determine the extent of students' understanding of Islamic values contained in the teachings of the Al-Qur'an and Hadith (Inayati, 2024). Therefore, the implementation of objective, fast and accurate evaluation is very important to support the quality of Islamic religious education in madrasas.

However, the reality in the field shows that the implementation of learning evaluation in several madrasahs, especially in the subject of Al-Qur'an Hadith, still faces a number of obstacles. One of the problems that often occurs is the delay of teachers in correcting students' answers, especially during written exams (Nasution, 2022). This condition is worsened by the inaccuracy in the correction process, which causes student grades to be inaccurate and has the potential to cause dissatisfaction and injustice in the assessment. This phenomenon also occurs at MAS Sabilal Muhtadin, where teachers face a high workload and limited time to make manual corrections, so that the results of the correction are often not optimal.

This problem needs to be immediately found an innovative solution so that the learning evaluation process can run more efficiently and accurately. Along with the development of information technology in the world of education, various learning support applications have begun to be developed, including automatic correction applications such as Evalbee. Evalbee is a digital platform designed to help teachers automatically correct student answers, especially for multiple choice and short answer questions. This application has the ability to read scanned student exam results, correct answers quickly and accurately, and display results in the form of scores that can be directly documented (Saputro, 2023). The use of applications such as Evalbee is part of the application of edtech (educational technology) which is increasingly developing in the world of modern education (Sobirin et al., 2023).

This research is important because it aims to respond to teachers' needs for a more practical and accurate evaluation system. In the context of madrasas, teachers are not only required to deliver teaching materials, but also to carry out various administrative tasks and develop the character of students (Furmaisuri et al., 2025). With limited time and energy, a solution is needed that can ease the workload of teachers, especially in the aspect of correcting exam results. If left unchecked, delays and inaccuracies in correcting students' answers can reduce the quality of learning and create dissatisfaction from students and guardians. Therefore, the implementation of the Evalbee application as a correction tool is very relevant to be tested in the context of madrasahs.

Previous research has been conducted related to the use of applications in the process of correcting students' answers using the Cosine similarity method. The results of the study indicate that the correction process with the help of applications can ease and speed up the work of teachers in the evaluation process (Mirda et al., 2022). The novelty of this study lies in the application of the Evalbee application in the Al-Qur'an Hadith subject, which until now has not been widely studied in the context of madrasah education. So far, automatic correction applications have been used more in general subjects such as Mathematics, Indonesian, or Science. The use of Evalbee in the Al-Qur'an Hadith subject is a new breakthrough that combines modern technology with Islamic education, thus enriching innovation in religious learning. In addition, this study also presents empirical data from teachers and students at MAS Sabilal Muhtadin which provides a real picture of the effectiveness of this application in assisting the correction process, which can be used as a reference for other madrasahs facing similar obstacles.

This study specifically aims to describe the use of the Evalbee application by Al-Qur'an Hadith teachers at MAS Sabilal Muhtadin as a form of innovation in the learning evaluation process. This study not only captures the technical aspects of using the application, but also reviews how teachers respond to its usefulness, the level of accuracy of the correction results, and its influence on the effectiveness of time in the assessment process. Thus, the results of this study are expected to contribute to the development of a learning evaluation system in madrasahs, especially in the field of religious studies. According to the Technology Acceptance Model (TAM) theory developed by Davis (1989), acceptance of technology is greatly influenced by user perceptions of usefulness (perceived usefulness) and ease of use (perceived ease of use) (Al-Mamary et al., 2024). In this context, the Evalbee application can be accepted by teachers if they feel its benefits in accelerating the correction process and if its use is not difficult. Therefore, this study also tries to examine the extent to which teachers can accept this technology in their learning practices.

Furthermore, this research is also based on the spirit to encourage digital literacy in the madrasah environment. Digital literacy is not only important for students, but also for teachers as the main agents in implementing learning (Turnip, 2023). Teachers need to be

equipped with digital competencies so they can make maximum use of technology to support teaching and learning activities (Rahmatullah & Kadarwati, 2023). The use of the Evalbee application is a concrete step in efforts to improve teachers' digital literacy, especially in terms of using technology to support learning evaluation. Thus, this study has high urgency both from practical and theoretical aspects. Practically, this study offers a solution to the classic problem in learning evaluation in madrasahs. Theoretically, this study enriches the study of technology integration in Islamic education, especially in the context of the use of automatic correction applications in the Al-Qur'an Hadith subject. Specifically, this study describes the application and benefits of Evalbee for correcting students' answers by Al-Qur'an Hadith teachers at MAS Sabilal Muhtadin; as well as the impact of using Evalbee on the speed of collecting Al-Qur'an Hadith scores in madrasahs.

B. METHOD

The approach used in this study is a qualitative approach with a descriptive type. The qualitative approach with a descriptive type used in this study aims to deeply understand the process and impact of utilizing the Evalbee application in correcting students' answers in the Al-Qur'an Hadith subject. Through this approach, researchers not only describe how the application is used in the context of learning, but also reveal teachers' perceptions of the ease, speed, and effectiveness offered by this technology. Data were collected through interviews, observations, and documentation to obtain a comprehensive picture of the implementation of Evalbee in the field, especially in madrasah environments that are still closely related to traditional methods. The research subjects consisted of head of madrasah, deputy head of madrasah for curriculum, and two Al-Qur'an Hadith teachers who teach at MAS Sabilal Muhtadin. Data analysis used the Miles and Huberman analysis approach.

C. RESULTS AND DISCUSSION

1. Application and Benefits of Evalbee for Correcting Students' Answers by Al-Qur'an Hadith Teachers

The application of technology in learning evaluation has become an important part of the transformation of 21st century education. The application of technology in education not only increases efficiency, but also effectiveness in the implementation of teacher tasks, including in the evaluation aspect (Besiktepe et al., 2024). Evalbee is one example of the application of this technology. Al-Quran Hadith teachers at MAS Sabilal Muhtadin use Evalbee to correct students' answers by scanning the answer sheets using a mobile phone camera. The application automatically checks students' answers and gives grades instantly. Based on interviews with two Al-Quran Hadith teachers, the following responses were obtained.

According to Mrs. SL:

"With Evalbee, I no longer need to manually check the LJK one by one. Simply scan with the cellphone camera, the system immediately provides correction results automatically. This is very helpful, especially when there are a lot of students."

Based on the interview, it is known that teachers emphasize time efficiency as the main advantage of Evalbee. Based on observations, Mrs. SL can quickly correct 83 answer sheets in no more than 30 minutes. In the context of implementing technology in evaluation, this reflects the success of integrating digital tools to speed up processes that previously took a long time. The success of implementing educational technology must pay attention to the suitability between tools, content, and strategies. With Evalbee, correcting students' answers which are usually done manually is now automatic and fast.

In addition, this convenience contributes to better teacher time management. Teachers who can optimize correction time with the help of technology are better able to focus on developing quality instruction. Therefore, the implementation of Evalbee has created real efficiency in the context of teacher evaluative tasks (Mabruri & Sanjaya, 2025). Theoretically, this is in line with the principle of digital formative evaluation where rapid feedback from evaluation results provides teachers with a greater opportunity to carry out more targeted learning follow-up (Vattøy & and Gamlem, 2025).

Meanwhile, Mr. MK said that:

"I used to have to bring piles of papers home to be corrected. Now I just bring my cellphone. I can even correct in class while waiting for students to do their assignments."

Mr. MK emphasized the increased mobility and flexibility of work thanks to Evalbee. Based on observations, Mr. MK often brings answer sheets to class to be corrected. As he did when correcting the results of the 12th grade exam last March. This shows that educational technology not only speeds up the process, but also supports work efficiency in terms of convenience and accessibility (Priyanta et al., 2024). Mobile-friendly software is essential in facilitating digital-based learning and evaluation, especially in school environments with limited facilities (Wang & and Zhu, 2024). The ability to make corrections in class directly also shows that Evalbee can be used as a tool to support active learning. When students are still in class, evaluation results can be discussed or given feedback directly, accelerating the constructive teaching-learning cycle. This is in accordance with the concept of "real-time assessment" in technology-based evaluation (Neureiter et al., 2020). The flexibility of use in various conditions also makes Evalbee an ideal solution in madrasa environments with limited resources. Because the most frequently used technology is technology that is easily adaptable to the circumstances of its users (Lestyaningrum et al., 2022).

Mrs. SL said again that:

"We who teach in small madrasahs are sometimes constrained by facilities. Evalbee is suitable because it can be used with a regular cellphone and the results are neat."

Based on the results of the interview, it can be seen that Mrs. SL highlighted the suitability of Evalbee to the conditions of the madrasah infrastructure. What is often in madrasahs, limited computer devices and internet access are the main challenges in digitalizing evaluation. Evalbee, which only requires an Android device and a camera, is a practical solution in this context. The suitability of technology to local conditions is a key factor in the successful implementation of educational innovation (Bangsawan, 2023). Evalbee, in this case, provides convenience for teachers in schools with limited facilities to still be able to run a modern and efficient evaluation process. In addition, this practicality also supports the idea of "low-tech but high-impact solutions", namely the use of simple technology with a significant impact on the quality of learning in disadvantaged areas (Pratama et al., 2025).

Mr. MK also added:

“I feel more at ease because the correction results from Evalbee are accurate and can be checked directly by students. There are no more protests due to miscalculation of grades.”

The accuracy aspect is the main concern of Mr. MK. One of the weaknesses of manual correction is the potential for human error that can trigger student dissatisfaction. With Evalbee, corrections become more objective and transparent, in accordance with the principles of fair and accountable evaluation. The accuracy of the correction results also increases student and parent confidence in the integrity of the madrasah evaluation

system. Transparent technology-based evaluation contributes to improving the quality of education governance (Agisna et al., 2023). This trust is essential in building a healthy academic culture and creating a positive learning environment, where students are not only assessed fairly but also feel valued in their learning process.

The significant impact of Evalbee according to Mrs. SL is:

"Most helpful during the final semester exam. Time is very tight, but with Evalbee, all grades can be completed in one day."

Ms. SL emphasized the urgency of time during the end-of-semester assessment period. In this situation, time efficiency is a key factor that can affect the smooth running of the entire school administration. With Evalbee, the correction process that previously took several days can now be completed in a matter of hours. This supports effective time management practices, an important aspect of learning management. With correction tasks completed quickly, teachers have more time to prepare reports, evaluate learning, or conduct instructional reflections. If analyzed using the Substitution, Augmentation, Modification, Redefinition (SAMR) theory developed by Puentedura, the application of Evalbee is at the Augmentation to Modification level, because this application not only replaces the role of teachers in correcting manually (substitution), but also improves the evaluation function by presenting results automatically and instantly (augmentation) (Lee et al., 2025). Furthermore, the ability to directly discuss the results with students in class (as conveyed by Mr. MK), indicates a modification, namely a significant change to the evaluation process that was previously impossible to do quickly and transparently. This indicates that technology is not only replacing the old way, but also modifying teaching practices to be more efficient and digitally integrated (Iskandar et al., 2023).

Within the Technological Pedagogical Content Knowledge (TPACK) framework by Mishra and Koehler, teachers using Evalbee have demonstrated integration between technological knowledge, pedagogical knowledge, and content knowledge (Shambare & and Jita, 2024). Mrs. SL, for example, was able to optimize the use of Evalbee by only using a simple cellphone device, which shows adaptive technological knowledge. Meanwhile, the decision to use the correction results as direct feedback in class shows pedagogical ability in designing more responsive learning strategies. When technology is used to support the practice of evaluation based on Al-Qur'an Hadith content, then the three elements of knowledge in the TPACK model have been effectively integrated in the local context.

The use of Evalbee also reflects the concept of contextualized technology integration, namely how technology is adopted and adapted according to environmental conditions and needs (Essuman & and Wilmot, 2024). In this case, the limited infrastructure in the madrasah is not a barrier because Evalbee can be used with simple devices and does not require a stable internet connection. This is in line with the idea of the importance of low-cost, high-impact technology in the context of education in remote areas. When a technological innovation can be adapted to local conditions and still have a significant impact on the quality of evaluation and learning, then the technology is said to be socially and pedagogically successful (Kumala et al., 2023).

Based on the overall data and interviews, it was found that the use of Evalbee in learning evaluation at MAS Sabilal Muhtadin has had a significant impact on the efficiency and effectiveness of teachers' work. Teachers not only experience ease in the correction process but also improvements in time management and a reduction in manual workload. This indicates the successful integration of technology into educational evaluation practices at the madrasah level, particularly in the subject of Qur'an and Hadith. The alignment of the technology with local needs and conditions has been a key factor in

Evalbee's successful adoption, as reflected in teachers' testimonies about its practical benefits and increased work efficiency.

In addition to time efficiency, the mobility and flexibility offered by Evalbee have also enhanced teachers' comfort in carrying out evaluation tasks. Teachers are no longer dependent on a fixed workspace or computer devices; instead, they can perform grading anywhere using their smartphones. This is highly relevant to the concept of "real-time assessment" and class-based digital evaluation, where teachers can provide immediate feedback without long delays. Consequently, the quality of learning has the potential to improve as the evaluation and follow-up cycle can proceed more swiftly and responsively. In this context, Evalbee is not merely a correction tool but a strategic instrument in supporting active and reflective learning in madrasahs with limited resources.

Furthermore, the accuracy and transparency of grading results produced by Evalbee offer a significant added value in creating a fair and accountable evaluation system. Human errors that often occur in manual correction can be minimized, thereby increasing students' trust in the grades they receive. This impact is not only felt by teachers but also by students and parents who feel more confident in the integrity of the assessment process. In the long term, this helps foster a positive and professional academic culture. Evalbee stands as tangible proof that simple technology, when applied appropriately, can bring about substantial changes in the quality of evaluation and learning management in madrasahs.

2. The Impact of Using Evalbee on the Speed of Collecting Al-Quran Hadith Values in Madrasahs

In addition to providing impacts or benefits to teachers, the use of Evalbee in the learning evaluation process also has an impact on the speed of the assessment process within the scope of the madrasah. This positive impact provides progress in the accuracy and speed of assessment which is a shared hope, especially for the madrasah and the vice-head of the madrasah in the field of curriculum.

As expressed by the madrasah head that:

"Before using Evalbee, teachers were often late in collecting grades, especially during semester exams. After using Evalbee, grades can be collected faster, even before the specified deadline."

The statement of the Head of Madrasah shows that the use of Evalbee has increased efficiency in collecting grades. This is in line with findings in previous studies which state that the implementation of digital applications in madrasah exams can reduce the risk of correction errors and speed up the assessment process (Mabruri & Sanjaya, 2025). With the acceleration of grade collection, madrasahs can more quickly analyze learning outcomes and design interventions needed to improve the quality of education. In addition, this efficiency also allows madrasahs to meet reporting deadlines set by authorities. In addition, digital transformation in the learning evaluation process, such as the use of Evalbee, has been shown to increase the efficiency of teachers and school administration. This is supported by research showing that technology can facilitate more efficient school administration, freeing up teachers' time to focus on teaching and learning activities (Siregar et al., 2024).

The vice principal of the madrasah for curriculum also added that:

"After using Evalbee, we saw an increase in the timeliness of teacher grade collection. This makes it easier for us to compile academic reports on time."

The improvement in the timeliness of teacher grade collection shows that Evalbee has successfully addressed one of the major challenges in madrasah academic management.

This allows madrasahs to prepare academic and other administrative reports more efficiently and on time. This efficiency also has a positive impact on academic planning and strategic decision-making by madrasah management. With data available in a timely manner, madrasahs can be more responsive in designing programs to improve the quality of education. Digital transformation in education, such as the use of Evalbee, has been shown to increase the efficiency and effectiveness of the learning process and academic management. This is supported by research showing that the integration of digital technology in the learning process is essential in efforts to increase the effectiveness and efficiency of learning (Qurtubi et al., 2024). Evalbee is also a medium to facilitate the madrasah in helping teachers who have difficulty in correcting student answers. As expressed by the madrasah head that:

"With Evalbee, we can help teachers who have difficulty in collecting grades and provide the necessary support more quickly. There are fellow teachers who understand this application can teach friends who do not yet know how so that the process of correcting student answers can be completed immediately."

The ability to assist teachers who are having difficulty in collecting grades quickly allows the curriculum to provide the necessary support in a timely manner. This helps ensure that the entire learning evaluation process runs smoothly and according to the established schedule. This proactive approach also supports the development of teacher professionalism and improves the overall quality of teaching. The use of information technology in the digital era is very necessary to store data or information that can be traced back easily and accurately (Jenita et al., 2023). Thus, the use of Evalbee not only accelerates the collection of grades but also contributes to improving the quality of academic management and the development of teacher professionalism in madrasas. Correction work assisted by Evalbee has also had an impact on increasing teacher focus in developing learning materials. As expressed by the vice principal of the madrasah for curriculum, that:

"We see that the use of Evalbee has increased the efficiency of teacher work, allowing them to focus on developing learning materials."

Increasing teacher work efficiency through the use of Evalbee allows them to allocate more time and energy to the development of learning materials. This has a positive impact on the quality of teaching and student learning outcomes. This efficiency also supports teacher work balance, reducing the administrative burden that often interferes with their focus on the learning process. Previous research has shown that the use of information technology in the digital era has a positive effect on the development of teacher performance (Nur Efendi & Muh Ibnu Sholeh, 2023). If we observe the impact of using the Evalbee application on the speed of collecting grades in madrasas from the perspective of the Technology Acceptance Model (TAM) theory developed by Davis, it explains that user acceptance of a technology is greatly influenced by two main factors, namely perceived usefulness and perceived ease of use (Fecira & Abdullah, 2020). In the context of madrasahs, the use of Evalbee has been proven to increase the efficiency of assessment and the timeliness of grade collection, which directly reflects the high perception of the usefulness of this application. Madrasah teachers and management recognize the real benefits of Evalbee in overcoming traditional obstacles, such as late corrections and grade submissions, which previously often occurred due to time constraints and administrative workloads.

In terms of ease of use, the Principal's statement about teachers being able to help each other understand and use Evalbee reflects a healthy level of technology adoption in the madrasah environment. The success of educational technology integration depends

not only on the technical features of the application, but also on the existence of a collaborative culture among users (Mulyani et al., 2025). When teachers who are more tech-savvy can mentor their peers, the digital transformation process becomes more inclusive and sustainable. This collaboration creates a professional learning ecosystem that supports the acceleration of digital transformation across the madrasah environment.

The use of technology such as Evalbee is also relevant when associated with the Diffusion of Innovation theory developed by Everett Rogers. In this theory, the process of adopting innovation consists of several stages: knowledge, persuasion, decision, implementation, and confirmation. Based on the narrative that emerged in the interview results, it appears that the madrasah has reached the implementation and confirmation stages (Herlina Malik et al., 2022). Teachers not only use Evalbee, but also recognize its benefits and share the knowledge with colleagues. Rogers also emphasizes the importance of early adopters in spreading innovation. In this context, teachers who have mastered Evalbee first act as agents of change in the madrasah environment, which then accelerates the spread and adoption of technology among educators.

Meanwhile, from the perspective of education management, the implementation of the Evalbee application reflects a strategy to improve the quality of digital-based education. According to Law No. 20 of 2003 concerning the National Education System, evaluation of learning outcomes is an important part of the education process. With digital technology, the evaluation process can be carried out objectively, quickly, and transparently. The digitalization of the evaluation process in secondary schools has a significant impact on increasing the accuracy of assessments and accelerating the creation of academic reports (Suyadnya, 2024). This is in accordance with the statement of the deputy head of the madrasah that academic reports can now be prepared more quickly and on time, which ultimately has an impact on the accuracy of academic decision-making at the management level.

In a broader context, digital transformation driven by applications such as Evalbee is also in line with the Merdeka Belajar agenda initiated by the Ministry of Education, Culture, Research and Technology. One of the main points of Merdeka Belajar is to encourage the use of technology to support more flexible, adaptive, and data-based learning (Rosa et al., 2024). The use of Evalbee as an automatic assessment tool is a real implementation of this spirit in madrasas, which have often been considered slow in adopting technology. Therefore, the success of using Evalbee not only has a positive impact on the technical aspects of assessment, but also reflects the readiness of madrasas to enter the digital era of education.

It is important to note that the success of Evalbee's use depends not only on the technology, but also on the leadership of the madrasah. The principal and the deputy for curriculum play an important role as facilitators of change. According to the transformational leadership theory proposed by Bass and Avolio (1994), transformational leaders are able to inspire, motivate, and facilitate their members to accept change and improve performance (Ambawani et al., 2024). In this case, active support from the head of the madrasah in encouraging the use of Evalbee and creating a culture of mutual assistance among teachers, is a key factor in the success of implementing this technology in the madrasah environment.

Based on the data presentation above, it can be seen that the use of the Evalbee application in the learning evaluation process in madrasas has a significant impact on accelerating the collection of grades, increasing teacher work efficiency, and progress in academic management as a whole. The effectiveness of Evalbee is not only reflected in the

speed and timeliness of the assessment, but also in the collaboration between teachers that accelerates the adoption of technology and the support of transformational leadership. From the perspective of the Technology Acceptance Model (TAM) and Diffusion of Innovation theories, the successful implementation of Evalbee shows that technology that is considered useful and easy to use will be more easily accepted and adopted widely, especially in an environment that supports collaboration and innovation. Thus, Evalbee is not only a technical tool, but also part of the digital transformation of madrasas that supports the Merdeka Belajar agenda and improving the quality of data-based education.

D. CONCLUSIONS AND SUGGESTIONS

The research findings indicate that the implementation of the Evalbee application in the process of correcting students' answers in the Qur'an Hadith subject at MAS Sabilal Muhtadin has had a significant impact on the efficiency, accuracy, and speed of assessment. Teachers experienced greater ease in the correction process, reduced administrative workload, and increased work flexibility, as Evalbee can be accessed via mobile devices without the need for advanced infrastructure. Additionally, the accelerated grade compilation process has been highly beneficial for the school in meeting academic reporting deadlines. The use of Evalbee not only demonstrates the successful integration of technology into evaluation activities, but also reflects strong technology acceptance, based on perceived usefulness and ease of use as outlined in the Technology Acceptance Model (TAM) framework and the TPACK approach. This suggests that simple yet appropriate technology can bring about positive transformation in educational settings with limited resources, such as those in many madrasahs.

The findings of this study suggest that the utilization of mobile-based technology like Evalbee can serve as a strategic solution to enhance the quality of learning evaluation, particularly in educational institutions facing infrastructure constraints. Its practical implications point to the need for madrasahs to promote the use of similar technologies in other assessment activities and to integrate them more systematically into academic management policies. For future research, it is recommended to conduct broader comparative studies across madrasahs with diverse geographical and infrastructural conditions to examine the national adaptability level of Evalbee. Furthermore, it is essential to investigate the long-term impact of Evalbee usage on student learning outcomes and the development of teacher professionalism, so that the benefits of this technology can continue to be optimized in support of digital-based educational transformation.

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