

The Utilization of Exam Browser Application as Assessment Media at Madrasah Tsanawiyah Islamiyah Trimoharjo

Dwi Prayitno^{1*}, Femas Adi Prakasa², Nirma³, Thoha Firdaus⁴

Nurul Huda University, Jalan Kota Baru, Desa Sukaraja, Kecamatan Buay Madang, Kabupaten Ogan Komering Ulu Timur, Sumatera Selatan, 32161

*¹email : dwiinforc02@gmail.com

²email: femasadiprakasa18@gmail.com

³email: nirma@unuha.ac.id

⁴email: thoha@unuha.ac.id

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ABSTRACT – This study aims to measure the level of effectiveness of the Exam Browser application as a tool in the learning evaluation process in Islamiyah Trimoharjo. This research was conducted using a quantitative descriptive method. The subjects in this study are students of MTs Islamiyah Trmoharjo. The data in this study is in the form of answers from questionnaires. The results of the study show that most of the students from MTs Islamiyah Trimoharjo consider this application to provide convenience in the implementation of the exam. They see that the application can increase focus and help improve discipline and honesty in working on problems. While most students can overcome difficulties in accessing the app, technical constraints such as errors, lag, and performance are still concerns. The exambro application used for exams is accepted by both teachers and students because it facilitates the implementation of exams with user-friendly features, question randomization and real-time monitoring, obstacles that occur during the use of this application by teachers and students only on technical issues such as unstable internet connections and device compatibility, and positive perceptions from teachers and students regarding the use of the application.

Keywords - Digital Evaluation, Exam Browser, Exambro Utilization

Pemanfaatan Aplikasi Exam Browser Sebagai Media Asesmen di Madrasah Tsanawiyah Islamiyah Trimoharjo

ABSTRAK – Penelitian ini bertujuan untuk mengukur tingkat efektivitas aplikasi Exam Browser sebagai alat dalam proses evaluasi pembelajaran di Islamiyah Trimoharjo. Penelitian ini dilakukan dengan menggunakan metode deskriptif kuantitatif. Subjek dalam penelitian ini adalah mahasiswa MTs Islamiyah Trmoharjo. Data dalam penelitian ini berupa jawaban dari kuesioner. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa dari MTs Islamiyah Trimoharjo menganggap aplikasi ini memberikan kemudahan dalam pelaksanaan ujian. Mereka melihat bahwa aplikasi tersebut dapat meningkatkan fokus dan membantu meningkatkan kedisiplinan dan kejujuran dalam mengerjakan masalah. Meskipun sebagian besar siswa dapat mengatasi kesulitan dalam mengakses aplikasi, kendala teknis seperti kesalahan, kelambatan, dan kinerja masih menjadi perhatian. Aplikasi exambro yang digunakan untuk ujian diterima baik oleh guru maupun siswa karena memudahkan pelaksanaan ujian dengan fitur user-friendly, pengacakan pertanyaan dan pemantauan real-time, kendala yang terjadi selama penggunaan aplikasi ini oleh guru dan siswa hanya pada masalah teknis seperti koneksi internet yang tidak stabil dan kompatibilitas perangkat, serta persepsi positif dari guru dan siswa mengenai penggunaan aplikasi.

Kata Kunci – Exam Browser, Evaluasi digital, Pemanfaatan Exambro

1. INTRODUCTION

Our world of education is undergoing a massive revolution along with the rapid development of

technology. If in the past the teaching and learning process only relied on books and whiteboards, now the classroom has transformed into a digital space full of new possibilities. Technology is no longer just

a complement, but has become the backbone in improving the quality of learning and evaluation systems.

In the midst of this rapid flow of digitalization, we witness how the technology has succeeded in overcoming various limitations of conventional educational methods. One of the real proofs is the rampant use of digital exam applications that are increasingly popular among schools. The evaluation system that used to require stacks of paper and long correction time, can now be completed more practically and efficiently.

The development of information technology has brought a breath of fresh air to the world of education. New breakthroughs in the teaching and learning process continue to emerge, from automated grading systems to interactive learning platforms. Interestingly, technology not only makes it easier to access information, but also presents evaluation methods that are much more effective than traditional methods. Result? The learning process becomes more quality and students are more enthusiastic in participating in learning.[1]

Especially for Informatics subjects, mastery of technology is the main key. This lesson requires students not only to understand theory, but also to be skilled in using various digital devices. This is where apps like Exambro come in as smart solutions. Designed specifically for Android-based digital exams, Exambro not only simplifies the execution of tests but also improves the accuracy of assessments. Imagine, teachers can get exam results in real-time, while students can work on questions from anywhere with their own devices.

However, the road to digital transformation is not always smooth. There are still many challenges to be faced, especially in terms of infrastructure readiness. An uneven internet network, limited devices, and diverse user abilities are real obstacles. Not to mention the concerns about data security that must be taken seriously.[2]

Interestingly, the latest data from APJII shows that internet users in Indonesia are expected to reach 231 million people this year. This fantastic number shows how rapid digital development is in the country. The surge in internet users of 8.7% compared to last year proves that we are in an era where digitalization is no longer inevitable.

Responding to this trend, the world of education must quickly adapt. The emergence of the Technology Era 5.0 requires us to create a learning system that is more adaptive and relevant to the needs of the times. Curricula need to be redesigned, learning methods need to be updated, and most importantly – teachers as the spearhead of education. need to continuously improve their digital competence.

At Madrasah Tsanawiyah Islamiyah Trimoharjo, the implementation of Exambro is clear evidence of how technology can be used to improve the quality of learning evaluation. With advanced features such as question randomization, real-time monitoring, and user verification, this application not only minimizes cheating but also makes it easier for teachers to manage exams.

However, the successful implementation of this technology requires comprehensive support. Starting from improving the quality of the internet network in schools, routine training for teachers and students, to checking the suitability of the devices used. With careful preparation, it is not impossible that Exambro can become a pioneer of digital transformation in our education world.[3]

Ultimately, the most important thing is how we can leverage this technology to create an education system that is more inclusive, effective, and able to prepare the younger generation to face future challenges. Because in this all-digital era, quality education is no longer just an option, but an absolute need that we must meet together..

2. METHODOLOGY

This study uses a quantitative descriptive method approach to measure the effectiveness of the use of the Exam Browser (Exambro) application as an assessment medium in the implementation of exams at MTs Islamiyah Trimoharjo. The main objective of this study is to obtain an empirical understanding of students' perceptions of the convenience, reliability, and effectiveness of applications in supporting the implementation of digital-based exams. The subjects in this study are students of Madrasah Tsanawiyah (MTs) Islamiyah Trimoharjo. The number of respondents was adjusted to the availability and active participation of students who had taken the exam using the Exambro application as alternative software. The determination of subjects was carried out by non-probability sampling with the purposive sampling technique, namely selecting relevant students who have direct experience using the exam application.[4]

The steps taken in this research process include:

1. Preparation: Collection of literature, preparation of questionnaires, and coordination with the school.
2. Implementation: Distribution of questionnaires to students after the implementation of the exam using Exambro.
3. Data Collection: Data from respondents is collected and compiled digitally through google formular (Exam Browser Application Questionnaire - Google Sheet).

4. Data Analysis: Data is analyzed quantitatively using descriptive statistical analysis techniques such as percentage, average, and frequency distribution.

The results of the questionnaire are processed using simple statistical software such as Microsoft Excel or SPSS to generate graphs, tables, and data descriptions. Each category of answers was analyzed to determine the acceptance rate, perceived barriers, and effectiveness of the app's features in the implementation of the exam.

3. RESEARCH LIMITATIONS

This research has several limitations, such as: Focus on only one educational institution, namely MTs Islamiyah Trimoharjo. Assessment is based on student perceptions, so it is subjective. It does not include direct measurement of academic performance.



Figure 1. Supervising Supervisory Assessment of the Ministry of Religion

Figure 1 depicts an in-class supervisory assessment conducted by the Ministry of Religion's supervisory staff. The image shows a formal observation session in which supervisors interact directly with teachers and students in a classroom setting. Teachers are seated among students, while the supervisor provides feedback and guidance on pedagogical practices.

This supervisory assessment aims to evaluate and enhance instructional quality, ensuring that teaching methods align with curricular standards and educational goals established by the Ministry of Religion. The presence of both teaching staff and students indicates a participatory, formative approach to supervision, where observation, dialogue, and reflection are used to promote continuous professional development among teachers.

Such assessments are integral to maintaining educational quality and accountability, fostering

an environment of collaborative improvement in religious education institutions.

4. RESULT AND DISCUSSION

4.1 THE PROCESS OF IMPLEMENTING EXAM BROWSER IN MADRASAH ASESMENT

The use of the Exam Browser as a Madrasah Assessment tool at MTs Islamiyah Trimoharjo has only started in the 2024/2025 Academic Year as a test of how effective the digital-based assessment is. Exam Browser is known and developed for online learning, this application is also used in face-to-face learning (PTM) because Exam Browser is estimated to be very effective in terms of cost and energy and efficient in terms of time. The implementation of Madrasah Assessment using the Exam Browser is carried out in the Madrasah and the mobile phones brought by students.[5]

The use of the *Exam Browser application* in the implementation of Madrasah Assessment at MTs Islamiyah Trimoharjo has only started this year or it can be said that it is the first time that a Digital-Based Madrasah Assessment has begun. This application is focused on assessing the cognitive aspects of students, such as understanding the subject matter. Meanwhile, assessments on affective and psychomotor aspects are still carried out manually by the teachers of their respective subjects. For example, in Islamic Religious Education (PAI) lessons, affective assessment is seen from students' daily attitudes and habits, such as giving behavior and social interaction in the school environment and answering greetings, discipline, responsibility, and so on. Meanwhile, assessments in the psychomotor realm of students are taken through practice related to the material taught. The process of using Exam Browser in the implementation of Madrasah Assessment at MTs Islamiyah Trimoharjo is as follows:[6]

4.2 PLANNING

In the planning stage of the implementation of the Madrasah Assessment based on Exam Browser, there are three main components that must be prepared, namely from the school, teachers, and students.

First, from the school side, there are several important things that must be done to ensure the smooth assessment. Schools need to form a competent team of Operators and Admins, who will later be given training or socialization related to the use of Exam Browser, especially to teachers. In addition, the school is also responsible for preparing a login account in the form of a username and password for each student, as well as monitoring the course of the assessment thoroughly at MTs Islamiyah Trimoharjo. Exam timing is also the

responsibility of the school, so that students can complete the questions according to the specified time limit. Student discipline during the assessment also needs to be considered [7].

Schools must also create an identity card for examinees that contain important information such as usernames, passwords, and subject codes. Checking the internet network connection, as well as the devices used by students are also things that should not be missed. For students who do not have a device that supports the Exam Browser application, schools are expected to be able to provide facilities or solutions. As a form of technical preparation, exam simulations are also important, especially for new students who have never used this system before [8].

Second, from the teacher's side, their role starts from creating questions that will be tested in the form of multiple choice as many as 50 items, using a template that has been provided by the Operator team. After the questions are prepared, the teacher submits them to a team of experts for validation, to ensure that the questions are in accordance with the standards and regulations of the school. If it has been declared feasible, the questions are then submitted to the Operator and Admin teams to be entered into the Exam Browser system.[9].

Third, from the student's side, they are expected to prepare themselves well before taking part in the Madrasah Assessment. This includes mental and technical readiness, such as preparing the device (cellphone or tablet) to be used, ensuring a smooth internet connection, and ensuring that you have a username and password provided by the school so that you can log in during the assessment.

4.3 SPECIAL INSTRUCTIONS FOR WRITING CHAPTERS AND SUBCHAPTERS

Based on the findings in the field, there are several stages carried out in the use of the Exam Browser application as an evaluation medium for Madrasah Assessment (AM). The first stage begins with the distribution of login accounts to students in the form of usernames and passwords. Each student will get access that is private and different from each other, as a form of data and system security. After successfully logging in, students will be directed to the main page of the application which displays various important information related to the implementation of the assessment. This information includes the exam schedule, the subjects to be tested, and the classes that took the exam. The next step, students are asked to enter a special password for the question before they can access the digital exam sheet.[10].

Once the question page opens, students can start working in an orderly manner, according to the

duration of time that has been set by the school. While in the Exam Browser application, the system will automatically lock access to other applications. Although there are several devices that are able to outsmart the system, if students force to open applications outside of the Exam Browser, the system will automatically log out and force students to log in again. This activity will also be recorded on the main device used by the supervisor as a form of early detection of potential fraud. [5].

One of the other advantages of Exam Browser is the question shuffle feature, so each student will get a different order of questions. This is a strategy to prevent mutual cheating between students during the exam. After the exam is over, students cannot immediately submit their answers before the last 10 minutes of exam time. The goal is to avoid commotion or haste that can interfere with the concentration of other participants. However, if the time has run out, the system will automatically send the answers that have been filled, even if the student has not had time to press the submit button.

However, if there is a technical problem that causes the answer to not be sent, then the student's data will not be recorded on the main server and the answer cannot be displayed. Although Exam Browser actually has a feature to display grades directly after the exam, MTs Islamiyah Trimoharjo chooses not to activate this feature. Instead, the exam results will be sent directly to the teacher of the subject concerned to be analyzed and announced according to the school's policy.[11]

4.4 EVACUATION

At the evaluation stage, one of the important things that need to be considered in the use of the Exam Browser is the various obstacles experienced by students during the implementation of the Madrasah Assessment. Identifying this problem is very important as a consideration for the school to make improvements, so that the implementation of assessments in the future can run more smoothly and the use of the application will be maximized.[6].

Meanwhile, the evaluation of students' learning outcomes is fully the responsibility of the teachers of their respective subjects. If there are students who have not reached the minimum score standards (KKM) that have been set by the school, then the teacher has the right to provide a remedi program. This form of remedi can be adjusted to the teacher's policy, for example through additional assignments, portfolios, or paper-based remedies.[12].



Figure 2. Exam Browser Opening

Based on figure 2, The initial display when opening the exam browser application there must include a link for the examinee to be taken to access the software.

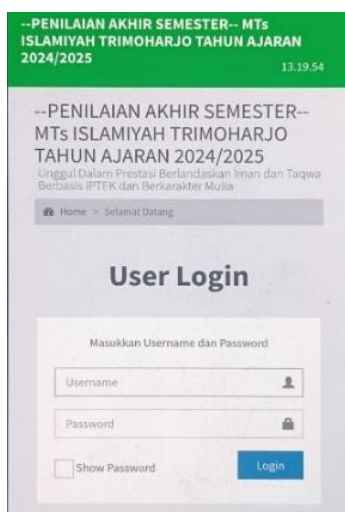


Figure 3. User Login Interface

Based on figure 3, The display after entering the exam participant link, here the participant is told to enter the username and password that has been provided by the committee / exam browser operator.



Figure 4. Test Schedule

Based on figure 4, The display after entering the username and password, here shows that there is no test schedule because the operator has not set the schedule of the subjects to be tested.

4.5 STUDENTS REGARDING DIGITAL-BASED ASSESSMENTS THROUGH THE EXAM BROWSER APPLICATION

The data in this study was obtained from the results of a survey distributed through Google Form. This survey aims to explore the views of students on the use of the Exam Browser application at MTs Islamiyah Trimoharjo. This section presents the results of data processing from the questionnaire that has been filled out by students after they took the assessment using the Exam Browser (Exambro) application. The analysis was carried out to find out the extent to which this application is effectively used, how students perceive its use, and what obstacles they experience during the implementation of the digital-based assessment (Palaloi et al., 2023).

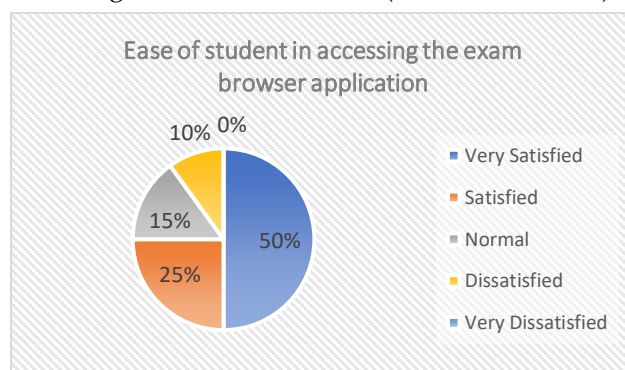


Figure 5. Ease student accessing exam browser

Based on Figure 5, it can be seen that almost all MTs Islamiyah Trimoharjo students feel very satisfied in accessing the Exam Browser application. As many as 50% of respondents stated that they were very satisfied, followed by 25% of students who felt satisfied. This shows that most students do not experience significant difficulties while using the app.

Meanwhile, 15% of students gave mediocre assessments, which may indicate that they felt neutral or didn't have an experience that stood out too much, either positive or negative. Meanwhile, 10% of students expressed dissatisfaction, which indicates that there are a small number of users who may encounter technical problems or feel uncomfortable when accessing the application. Interestingly, none of the respondents chose to be very dissatisfied, which suggests that in general, the implementation of Exam Browser in this madrasah is quite successful in terms of accessibility.[13]

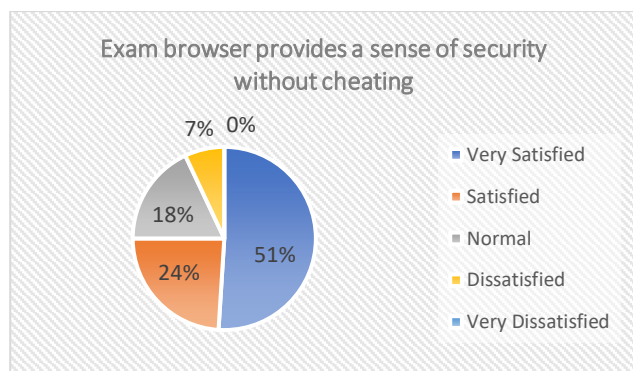


Figure 6. Security percentage of exam browser

Based on Figure 6, it turns out that most students feel comfortable and even very supportive. From the data collected, 51% of students felt very satisfied because they felt that the exam was more orderly and fair. They feel confident that all participants have the same opportunity, without any loopholes to cheat or open other applications.

Then, 24% of students answered satisfactorily, which means they are quite satisfied with the use of Exam Browser, although they may still need adjustments. The other 18% feel normal—maybe it's because they haven't felt a significant impact, or maybe they're just following the flow without much of an opinion.[14].

Interestingly, only 7% of students admitted that they were dissatisfied, possibly due to technical constraints such as slow cellphones, unstable signals, or because they were not used to using a system like this. And the good news is that no one is particularly dissatisfied—this suggests that the implementation of this system is generally acceptable.

Overall, the use of Exam Browser at MTs Islamiyah Trimoharjo received a positive response from students. In addition to making exams feel more "fair", this system also teaches digital discipline from an early age. It is hoped that in the future this system can continue to be improved, while still ensuring that all students have the same access and comfort in taking exams [12].

Overall, this data shows that the Exam Browser application is quite well received by students, with a high level of satisfaction and little criticism from users. Exam Browser is rated as a practical, effective, and efficient application in particular.

In assessing student learning outcomes. This application is very easy to access through smartphones, computers, and laptops, making it easier for all MTs Islamiyah Trioharjo students to access it. In addition, the use of Exam Browser in assessment is not only to improve students' ability to use technology but also to make it easier for teachers to implement PAS and process the analysis of PAS results.[15]

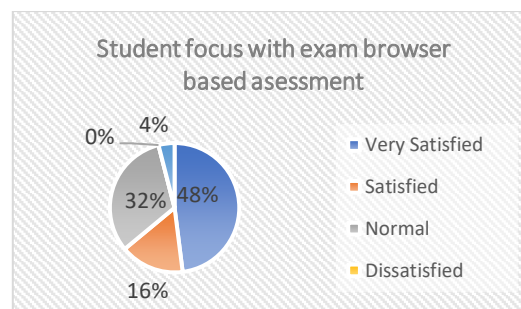


Figure 7. Percentage student to focus exam browser

Based on figure 7, the results of a survey activity conducted on students, data was obtained that the majority of them responded positively to the use of Exam Browser. A total of 48% of students stated that they were very satisfied, indicating that almost half of the respondents felt a real benefit in terms of increased focus during the exam.

In addition, 16% of students said they were satisfied, which means they also felt helped, although there may still be a few technical challenges or adjustments that need to be made. 32% of students gave a neutral (mediocre) response, which likely reflects that they have not felt a significant change in their level of focus during the exam, or are still in the process of adapting to this new system.[16] On the other hand, 4% of students stated that they were very dissatisfied, likely due to technical constraints such as unsupported devices, unstable internet connections, or inconvenience of using the device during the exam. However, it is worth noting that no student expressed "dissatisfaction", which indicates that in general the implementation of Exam Browser is well received by the majority of students.[17].

Overall, this data shows that the implementation of Exam Browser-based assessments at MTs Islamiyah Trimoharjo has a positive impact on student concentration during exams. With strict supervision of the digital system, students can focus more on working on questions without being distracted by other applications or activities outside the context of the exam. In the future, this system can continue to be developed by considering the comfort and technical readiness of all examinees, in order to create a fair, comfortable, and conducive assessment environment.[18].

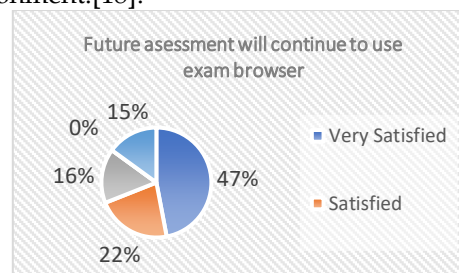


Figure 8. Future assesment percentage

Based on figure 8, the results of the questionnaire, 47% of students stated that they were very satisfied if

the assessment in the future continued to use Exam Browser. This percentage shows that almost half of the respondents rated the system as effective, convenient, and worth maintaining. In addition, 22% of students expressed satisfaction, which means that more than two-thirds of respondents generally support the sustainability of this system.

Meanwhile, 16% of students gave a neutral (ordinary) response. This could mean that they have no objection to the system, but may not feel much significant benefit or still consider personal convenience in its use.

However, there are 15% of students who say they are very dissatisfied. This needs to be a special concern for the organizers, considering that a small percentage of students may experience technical problems, difficulties in adaptation, or inconvenience when using devices with limited systems. Interestingly, none of the respondents explicitly stated "dissatisfaction", which indicates that resistance to using Exam Browser is relatively low and overall the system is well received.[19]

Overall, this data shows that Exam Browser has worked very well and is well received by madrasahs. This high positive response can be the foundation to continue using, developing, and even recommending this app to more educational units. However, input from groups who feel "ordinary" still needs to be considered so that in the future this application can be more perfect and inclusive of various user needs.

5. CONCLUSION

The use of the Exam Browser application in the implementation of Madrasah Assessments at MTs Islamiyah Trimoharjo is a real step in answering the challenges of education digitalization. The results of the study show that the majority of students positively welcome the use of this application. They find it helpful in maintaining focus, improving discipline, and experiencing a more orderly and fair exam experience. Features such as question randomization, locking access to other applications, and real-time monitoring are considered effective in preventing cheating and simplifying the evaluation process by teachers.[20] Even so, technical challenges such as incompatible devices, unstable internet networks, and limited digital literacy in some students remain important notes. However, this does not reduce students' enthusiasm for the sustainability of using Exam Browser in the future. Based on these findings, it can be concluded that Exam Browser is not only a technical tool, but also part of the process of forming a learning culture that is more honest, independent, and adaptive to the times. In the future, with continuous improvement of facilities and training, this system has the potential to become a

digital assessment model that can be adopted more widely by other educational institutions.

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