



Mapping Digital Assessment Platforms in EFL Classrooms: A Qualitative Case Study at an Islamic Junior High School

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Abstract

The growing integration of digital technology into English language education has encouraged teachers to adopt various digital platforms for classroom assessment. However, previous studies have predominantly examined the effectiveness of individual applications, with limited attention to how teachers employ multiple digital assessment platforms within their professional assessment practices. This study aimed to identify the digital assessment platforms employed by English teachers in an Islamic junior high school. A qualitative case study was conducted at an Islamic junior high school in Cirebon, Indonesia, involving two English teachers selected through purposive sampling. Data were collected through semi-structured interviews, classroom observations, and document analysis and analyzed using Braun and Clarke's thematic analysis. The findings identified three complementary categories of digital assessment platforms: institutionalized assessment platforms, gamified assessment platforms, and flexible web-based assessment platforms. These findings suggest that teachers employed different digital assessment platforms to fulfill complementary roles within classroom assessment rather than relying on a single application. The study contributes a thematic categorization of digital assessment platforms that broadens the understanding of teachers' digital assessment practices in EFL classrooms. Future research should examine these platform categories across diverse educational contexts and investigate how institutional policies and pedagogical considerations influence teachers' selection of digital assessment platforms.

Keywords: Digital assessment; EFL teachers; assessment platforms; thematic analysis; qualitative case study.

Introduction

The use of digital technology has transformed educational practices, requiring teachers to adopt innovative instructional and assessment approaches that enhance students' learning experiences. Digital technologies facilitate efficient access to learning resources, strengthen teacher-student interaction, and support independent learning through technology-enhanced environments (Azzamov, 2026; Cipriani et al., 2025; Darma et al., 2020; Pinto & Leite, 2020; Rafiola et al., 2020). In English language teaching (ELT), digital assessment has become an integral component of technology integration, enabling teachers to administer assessments, provide immediate feedback, and document students' learning more efficiently. Nevertheless, successful implementation depends not only on technological availability but also on teachers' pedagogical readiness and students' digital competence (Alptekin & Taneri, 2025; Rahiem, 2020; Wali & Omaid, 2020; Yasok & Wan Mahmud, 2026).

Previous studies have highlighted the growing use of digital assessment platforms such as Computer-Based Testing (CBT), Kahoot, Quizizz, and Google Forms to improve assessment efficiency, student engagement, and learning documentation (Iman et al., 2021; Nurohmah & Ma'rifah, 2025; Sembiring & Sembiring, 2024; Ulfah et al., 2025). Research has also shown that digital assessment supports flexible assessment practices and collaborative learning while providing timely feedback and systematic documentation of students' performance (Al-Sudani, 2021; Menyani et al., 2022; Ogange et al., 2018; Thaanyane & Jita, 2024; Timmis et al., 2016). Despite these benefits, studies consistently report challenges related to technological infrastructure, internet connectivity, digital literacy, and equitable access to digital devices (Irvani & Anisah, 2024; Rahiem, 2020; Syinta & Imam, 2026; Wali & Omaid, 2020).

Although previous studies have provided valuable insights into digital assessment, they primarily focus on the effectiveness of particular platforms, students' perceptions, or the technological aspects of online assessment. Limited attention has been devoted to understanding how English teachers integrate multiple digital assessment platforms into their classroom assessment practices and how they address contextual challenges during implementation. Moreover, digital assessment may unintentionally prioritize grading over meaningful feedback, reduce teacher-student interaction, and generate washback effects that influence teaching and learning processes (Khan et al., 2025; Murad & Malo, 2025; Naeem et al., 2025; Vattøy et al., 2024). Consequently, there remains a need for context-specific evidence that explains teachers' assessment practices, perceived benefits, implementation challenges, and adaptive strategies in secondary EFL classrooms.

To address these gaps, this study investigates the implementation of digital assessment in English language teaching at an Islamic junior high school in Cirebon. Specifically, the study seeks to identify the digital assessment platforms employed by English teachers. By providing a comprehensive understanding of teachers' digital assessment practices in an authentic educational context, this study is expected to enrich the literature on technology-enhanced assessment in EFL education and provide practical implications for improving digital assessment implementation in Indonesian secondary schools.

Research Methods

This study employed a qualitative case study to explore the implementation of digital assessment in English language teaching at an Islamic junior high school in Cirebon, Indonesia. A qualitative approach was considered appropriate because it enabled the researchers to gain an in-depth understanding of teachers' digital assessment

practices within their natural educational context. The case study design was selected to examine the phenomenon holistically by exploring participants' experiences, perceptions, and classroom practices related to digital assessment (Creswell, 2021; Sidiq et al., 2019)

The primary data were obtained from two English teachers who had direct experience with digital assessment in English classrooms. The participants were selected through purposive sampling based on predetermined criteria. The teachers were chosen because they had regularly implemented digital assessment in their instructional practices, while the students were selected because they had actively participated in digital assessment activities conducted by the teachers and were able to describe their learning experiences. Secondary data were derived from relevant scholarly literature on digital assessment to support the interpretation of the findings.

Data were collected through semi-structured interviews with the two English teachers. The interviews explored the digital assessment platforms used in English classes, participants' perceptions of their advantages, and their experiences in implementing digital assessment. The interview data were audio-recorded, transcribed verbatim, and organized for analysis. The data were then analyzed using thematic analysis following Braun and Clarke's (Braun & Clarke, 2021) framework, including familiarization with the data, initial coding, theme generation, theme review, theme definition, and report writing. To enhance the credibility and trustworthiness of the findings, the researchers employed source triangulation by comparing perspectives from teachers and students and maintained consistency throughout the coding and interpretation processes.

Results and Discussion

Result

Digital Assessment Platforms Employed by English Teachers

To answer the first research question concerning the digital assessment platforms employed by English teachers, the interview, observation, and document analysis data were analyzed using Braun and Clarke's (2006) thematic analysis. Rather than identifying individual applications as separate findings, the analysis generated three interconnected themes that represent broader categories of digital assessment platforms used in classroom assessment. These themes illustrate how the participating teachers selected different digital platforms according to their respective roles within the assessment process. For reporting purposes, the two participants are identified using pseudonymous codes: Teacher 1 (T1) and Teacher 2 (T2). This coding system ensures participant confidentiality while maintaining the traceability of the qualitative evidence. The thematic analysis identified three major themes, namely (1) Institutionalized Assessment

Platforms, (2) Gamified Assessment Platforms, and (3) Flexible Web-Based Assessment Platforms. Each theme is presented in detail below.

Institutionalized Assessment Platforms

The interview findings demonstrated that the adoption of digital assessment was primarily shaped by institutional regulations rather than teachers' personal preferences. Both participants described digital assessment as an established practice embedded within their schools' assessment systems. Teacher 1 explained that the school had officially implemented Computer-Based Testing (CBT) as the compulsory platform for administering English assessments, making its use mandatory for every teacher. Teacher 2 likewise described online assessment as a routine practice in which digital platforms had become the normal medium for conducting classroom evaluation. These responses indicate that teachers did not perceive digital assessment as an optional technological innovation but as an institutional requirement that structured how assessment activities were organized and implemented across the school. Teacher 1 and 2 described this institutional policy by stating,

“For example, digital assessment at my school uses CBT. Yes, because the school requires it.” (T1)

“So, the digital assessment is usually online, so it is taken. Examples can be from Google Forms, Quizizz, and Kahoot recently, and usually, the application was used for tests and sometimes for feedback or surveys, but primarily for tests or reviews.” (T2)

Although the teachers referred to different digital platforms, both interviews consistently portray digital assessment as a regular instructional practice rather than an occasional strategy. The participants' narratives suggest that institutional expectations had normalized the use of digital technologies for classroom assessment. Consequently, the teachers' attention was directed less toward deciding whether digital assessment should be used and more toward determining how different platforms could be integrated into their daily assessment practices.

Beyond institutional policy, the interviews revealed that teachers associated digital assessment with greater efficiency in organizing classroom evaluation. Teacher 1 emphasized that the implementation of CBT simplified assessment administration because the same platform was used by all teachers and students. According to the participant, the system reduced administrative work during assessment, particularly in organizing examinations and collecting students' scores. Teacher 2 expressed a similar perception by describing digital assessment as an accessible and practical approach for conducting classroom tests and reviews through online platforms. Rather than emphasizing technological sophistication, both teachers repeatedly highlighted practicality and ease of implementation as the primary reasons digital assessment had become embedded in their professional practice. Teacher 1 and 2 explained,

“So all teachers and students use CBT, which makes it very easy for teachers and students, especially in teaching and collecting grades. Previously, the teacher had to enter the questions individually in the application.” (T1) Meanwhile, Teacher 2 noted that digital assessment

platforms were mainly selected because they were practical for conducting classroom evaluation. "...usually, the application was used for tests and sometimes for feedback or surveys, but primarily for tests or reviews." (T2)

These accounts indicate that efficiency was understood not only as faster scoring or easier administration but also as the ability to integrate assessment into routine teaching activities with minimal procedural complexity. The participants consistently described digital assessment as supporting the everyday demands of classroom evaluation rather than fundamentally changing their assessment objectives.

The findings further suggest that institutional implementation did not reduce teachers' pedagogical responsibility. Instead, digital assessment required substantial instructional preparation before assessment activities could be carried out. Teacher 1 explained that preparing lesson plans, worksheets, instructional materials, and assessment content remained essential before questions could be uploaded into the CBT platform. Likewise, Teacher 2 emphasized that assessment questions were first developed according to the intended learning objectives before being transferred into Quizizz or Kahoot. These responses illustrate that digital assessment functioned as the final stage of a broader instructional planning process rather than replacing teachers' professional decision-making in designing assessment.

"The first is that there must be an RPP, LKPD, and the material will be taught so when teaching is going to be included in CBT. Yes, that means there must be. This must prepare lesson plans, worksheets, and materials to be taught." (T1)

"I first make questions that are in accordance with learning objectives... then I put them in Quizizz and Kahoot..." (T2)

These interview excerpts indicate that teachers regarded instructional planning as inseparable from digital assessment implementation. Rather than allowing technology to determine assessment practices, teachers continued to make pedagogical decisions concerning learning objectives, assessment content, and question design before digital platforms were employed. This suggests that institutionalized digital assessment was supported by teachers' ongoing professional judgment throughout the assessment process.

Gamified Assessment Platforms

The second theme highlights teachers' use of gamified assessment platforms to create a more engaging and interactive assessment environment. Unlike the institutionalized use of CBT, Kahoot and Quizizz were selected based on teachers' pedagogical considerations rather than school policy. Both platforms were primarily employed to conduct classroom tests, review learning materials, and provide immediate feedback after instructional activities. Teacher 2 explained that these platforms had become part of regular classroom assessment because they could accommodate different assessment purposes within a single application. Rather than limiting their function to formal examinations, the participant viewed Kahoot and Quizizz as flexible tools that supported continuous assessment throughout the learning process. Teacher 2 described this practice by stating,

"So, the digital assessment is usually online, so it is taken. Examples can be from Google Forms, Quizizz, and Kahoot recently, and usually, the application was used for tests and sometimes for feedback or surveys, but primarily for tests or reviews." (T2)

This response illustrates that the participant integrated gamified platforms into various stages of classroom assessment instead of reserving them solely for end-of-unit evaluation. The interview also suggests that the teacher deliberately selected different digital platforms according to the intended assessment activity, demonstrating flexibility in adapting technology to classroom needs.

Another finding emerging from the interviews concerns the practical reasons underlying the selection of Kahoot and Quizizz. Teacher 2 repeatedly emphasized that both platforms were easy to operate for teachers as well as students. The participant explained that students at the junior high school level were already familiar with smartphones, making the implementation of online assessment relatively uncomplicated. As a result, technological accessibility became an important consideration when choosing assessment platforms because students could participate without requiring additional equipment or extensive technical guidance.

"Mobile phones for junior high school at school I prefer mobile phones because laptops are rare." (T2)

The participant's explanation indicates that platform selection was closely connected to students' learning context. Rather than prioritizing sophisticated technology, the teacher considered the availability of students' devices and selected platforms that could be accessed easily through smartphones. This finding demonstrates that practical accessibility played an important role in supporting the successful implementation of gamified digital assessment.

The interviews further revealed that assessment activities conducted through Kahoot and Quizizz remained closely aligned with instructional objectives. Teacher 2 explained that assessment questions were prepared only after determining the intended learning outcomes. The participant first identified the topic to be assessed, developed appropriate questions, and then transferred them into the selected digital platform using question formats that matched the instructional objectives. This process suggests that although Kahoot and Quizizz provide interactive features, assessment design continued to be guided by curriculum goals rather than by the technological characteristics of the applications themselves.

"I first make questions that are in accordance with learning objectives, for example I want to review recount text so I search for the questions first and then I put them in Quizizz and Kahoot in the form of questions that if suitable can later be in match form or fill in the blank according to the purpose learning." (T1)

This finding indicates that the digital platforms functioned primarily as media for delivering assessment tasks, while decisions regarding learning objectives, question content, and assessment format remained under the teacher's pedagogical control. The participant adapted the available features of each platform to suit different instructional purposes rather than allowing the technology to determine assessment design.

The final finding relates to teachers' perceptions of students' engagement during assessment. Teacher 2 consistently associated Kahoot and Quizizz with enjoyable classroom experiences because both applications were perceived as simple to use and capable of encouraging active student participation. The participant believed that students completed assessment tasks more enthusiastically when digital platforms provided an interactive environment that differed from conventional paper-based tests. This positive learning atmosphere also encouraged teachers to continue integrating gamified platforms into their routine assessment practices. Teacher 2 explained,

"Which is by the learning objectives, right, so if you want to consider it, because it is more accessible, it is fun. I can enter it more quickly because it is like that on Quizizz and Kahoot, so it is not complicated, and my children are also not complicated using the application." (T2Q)

These interview findings suggest that teachers valued Kahoot and Quizizz not merely because of their digital features but because they created assessment experiences that were accessible, manageable, and engaging for both teachers and students. The participants consistently described gamified platforms as supporting classroom assessment by combining instructional flexibility with positive student participation, making them an important complement to the school's institutional assessment system.

Flexible Web-Based Assessment Platforms

The third theme demonstrates that teachers viewed web-based assessment platforms as complementary rather than primary assessment tools. Although both participants were familiar with Google Forms and had incorporated it into their teaching practices, the platform was used less frequently than CBT, Kahoot, or Quizizz. The interviews suggest that teachers recognized the practicality of Google Forms for administering online assessments; however, they tended to prioritize platforms that better supported their instructional routines and classroom interaction. Consequently, Google Forms functioned as an alternative assessment option that could be employed when needed rather than serving as the main platform for everyday classroom assessment. Teacher 1 and 2 explained that Google Forms was available in the school but was only occasionally used during assessment activities. The participant stated,

"There is also a Google Form, Google Classroom but rarely used." (T1)

Similarly, Teacher 2 expressed a comparable experience by noting,

"For the application there are Quizizz, Kahoot and Google Forms but Google Forms is rarely used." (T2)

These responses consistently indicate that Google Forms remained part of the teachers' digital assessment repertoire, although its implementation was considerably less frequent than other digital platforms. Rather than replacing existing assessment practices, the platform supplemented teachers' available assessment options according to particular instructional situations.

The interviews also reveal that teachers' decisions were influenced by the functions that each platform offered during classroom assessment. Throughout the interviews, both participants devoted greater attention to discussing the interactive

features of Kahoot and Quizizz and the institutional role of CBT, while Google Forms received only brief mention. This contrast suggests that teachers did not reject Google Forms because of technical limitations; instead, they perceived other platforms as better aligned with their preferred assessment practices. As a result, Google Forms occupied a supporting role within teachers' broader digital assessment strategies rather than becoming the dominant platform for evaluating students' learning.

These findings suggest that teachers adopted multiple digital assessment platforms according to different instructional purposes instead of relying on a single application. Institutional assessment requirements were primarily addressed through CBT, interactive classroom assessment was supported by Kahoot and Quizizz, whereas Google Forms provided additional flexibility whenever a simple web-based assessment tool was required. This pattern reflects teachers' tendency to combine several digital platforms to accommodate different assessment contexts while maintaining consistency in their classroom assessment practices.

Discussion

The findings demonstrate that English teachers employed digital assessment through three complementary categories of platforms: institutionalized assessment platforms, gamified assessment platforms, and flexible web-based assessment platforms. Rather than relying on a single digital tool, teachers selected assessment platforms according to different instructional purposes and institutional expectations. CBT functioned as the official assessment system mandated by the school to support standardized summative assessment and administrative efficiency. In contrast, Kahoot and Quizizz were intentionally adopted to facilitate classroom review, formative assessment, and immediate feedback while promoting greater student participation. Google Forms was used less frequently and mainly served as an alternative platform for specific assessment situations. Collectively, these findings indicate that teachers' decisions were influenced by both institutional regulations and pedagogical considerations, resulting in a complementary use of multiple digital assessment platforms instead of dependence on a single technology.

The variation in teachers' platform selection reflects the interaction between institutional structures and teachers' pedagogical autonomy. The institutional implementation of CBT established a standardized assessment system that ensured consistency in assessment administration, scoring, and reporting. However, teachers continued to exercise professional judgment by selecting other platforms that better suited classroom learning activities. The interviews revealed that teachers considered students' technological accessibility, classroom characteristics, learning objectives, and assessment purposes before deciding which platform to employ. The preference for smartphone-compatible applications such as Kahoot and Quizizz further illustrates teachers' sensitivity to students' learning contexts and available technological resources. These findings suggest that digital assessment practices are not solely determined by technological availability but are socially and pedagogically constructed within the realities of classroom teaching and institutional expectations.

The findings suggest that digital assessment should be understood as a process

of pedagogical decision-making rather than merely the integration of educational technology into classroom assessment. Although different digital platforms were employed, teachers consistently selected each platform according to its pedagogical affordances and assessment objectives. CBT primarily supported standardized summative assessment, whereas Kahoot and Quizizz facilitated formative assessment by encouraging interaction, immediate feedback, and student engagement. Google Forms complemented these platforms by providing a simple web-based alternative when needed. This finding supports the argument that effective digital assessment is achieved when technological affordances are aligned with instructional purposes rather than being adopted simply because they are available (Ibhar & Ibhar, 2023; Prasetya & Sofiani, 2024; Timmis et al., 2016). Likewise, Nieminen et al. (2023) and Wijaya (2022) argue that digital assessment should be designed around authentic assessment principles, where technology functions as an enabler of meaningful learning rather than the central focus of assessment itself. Similarly, Vattøy et al. (2024) and Grab (2025) emphasize that students' engagement with digital assessment depends not only on technological features but also on how teachers integrate assessment, feedback, and learning activities into coherent instructional practices. Therefore, the present findings indicate that teachers demonstrated pedagogical agency by strategically combining different digital platforms to achieve multiple assessment purposes within their instructional contexts.

The present findings are consistent with previous studies reporting that digital assessment enhances assessment efficiency, facilitates feedback, and supports students' active participation during English language learning (Grab, 2025; Menyani et al., 2022; Prasetya & Sofiani, 2024; Rizal, 2024). Similar to these studies, the participating teachers perceived digital assessment as improving assessment administration while creating more engaging learning experiences. However, this study extends previous research by demonstrating that teachers do not rely on a single assessment platform but instead develop complementary assessment ecosystems in which different technologies serve distinct pedagogical functions. Previous studies have predominantly investigated individual applications such as Kahoot, Quizizz, or Google Forms separately, focusing on their effectiveness or students' perceptions (Maraza-Quispe et al., 2024; Ogange et al., 2018; Pham et al., 2025). In contrast, this study proposes a thematic understanding of digital assessment through three interconnected categories: institutionalized assessment platforms, gamified assessment platforms, and flexible web-based assessment platforms. This categorization provides a broader explanation of teachers' digital assessment practices by highlighting how institutional policy and pedagogical decision-making interact in shaping technology integration within EFL classrooms.

Based on these findings, several practical and theoretical implications can be proposed. Educational institutions should develop digital assessment policies that provide standardized assessment systems while maintaining teachers' autonomy to select digital platforms appropriate for different instructional objectives. Professional development programs should focus not only on developing teachers' technical competence but also on strengthening their pedagogical knowledge in aligning assessment purposes, learning objectives, and technological affordances.

Future research is recommended to investigate digital assessment implementation across different educational levels, institutional contexts, and English language skills using longitudinal or mixed-method approaches. Furthermore, future studies may explore students' assessment experiences and learning engagement across multiple digital platforms to provide a more comprehensive understanding of technology-enhanced assessment in EFL education. Such investigations would contribute to the development of context-sensitive digital assessment frameworks that balance institutional requirements with teachers' professional judgment and students' learning needs.

Conclusion

This study demonstrates that English teachers employed digital assessment through three complementary categories of platforms: institutionalized assessment platforms, gamified assessment platforms, and flexible web-based assessment platforms. Rather than depending on a single digital application, teachers strategically selected different platforms according to institutional requirements, pedagogical objectives, and classroom contexts. CBT primarily supported standardized summative assessment under school policy, whereas Kahoot and Quizizz facilitated formative assessment by promoting student engagement, interactive learning, and immediate feedback. Google Forms served as an alternative platform that provided flexibility for particular assessment situations. These findings indicate that teachers' digital assessment practices were shaped by the interaction between institutional expectations and pedagogical decision-making, highlighting that effective digital assessment is determined not merely by technology adoption but by teachers' ability to align digital tools with instructional and assessment objectives.

The study contributes to the growing body of knowledge on digital assessment in EFL education by offering a thematic understanding of teachers' platform selection rather than evaluating the effectiveness of individual digital applications. Conceptually, the study proposes that digital assessment should be understood as a complementary assessment ecosystem in which different platforms fulfill distinct pedagogical functions within the assessment process. Methodologically, the qualitative case study approach provides contextual evidence of how teachers make pedagogical decisions when integrating multiple digital assessment platforms in everyday classroom practice. Theoretically, the findings reinforce the view that technology integration in assessment is fundamentally a pedagogical process in which technological affordances are mediated by teachers' professional judgment, institutional policies, and students' learning contexts. These contributions provide useful insights for educators, school leaders, and policymakers seeking to develop more context-responsive digital assessment practices in secondary EFL education.

Despite these contributions, several limitations should be acknowledged. This study was conducted in a single Islamic junior high school with a limited number of participants, which may restrict the transferability of the findings to other educational settings. Furthermore, the research focused primarily on teachers' perspectives and did not comprehensively explore students' experiences or examine the impact of different digital assessment platforms on learning outcomes. Future

research is therefore encouraged to include participants from diverse educational contexts, employ longitudinal or mixed-method designs, and investigate both teachers' and students' experiences in implementing digital assessment. Further studies may also examine how institutional policies, technological readiness, and assessment literacy influence teachers' digital assessment practices, thereby contributing to the development of more comprehensive and sustainable digital assessment frameworks for EFL education.

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