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# ZYA CBT as a Digital Evaluation Tool for Enhancing Authentic Assessment Practices in Education

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**Abstract**

This study aims to analyze the implementation of ZYA CBT-assisted learning evaluation in enhancing teachers' authentic assessment practices in Islamic Religious Education. This research employed a qualitative approach using a multi-case study design. Data were collected through classroom observations, in-depth interviews, and documentation. The collected data were analyzed using the Miles and Huberman interactive analysis model, including data reduction, data display, and conclusion drawing. The findings reveal that the implementation of ZYA CBT-assisted learning evaluation consists of three major stages: planning, implementation, and evaluation. In the planning stage, teachers in both educational institutions prepared assessment blueprints, test items, answer keys, and scoring systems. During the implementation stage, both institutions utilized the same ZYA CBT application and examination facilities. Several procedural steps were followed by students during the examination process to ensure the effectiveness of the evaluation. In the evaluation stage, teachers and institutions reviewed technical obstacles encountered during the implementation process and analyzed assessment results generated automatically through the ZYA CBT system. The implementation of ZYA CBT-assisted learning evaluation produced positive implications for institutions, teachers, and students. The use of digital-based evaluation not only introduced technological adaptation in the learning process but also strengthened teachers' authentic assessment practices in evaluating students' competencies more effectively and efficiently.

**Keywords:** ZYA CBT, Learning Evaluation, Authentic Assessment, Islamic Religious Education, Digital Assessment

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## INTRODUCTION

Educational institutions across various levels increasingly adopt digital platforms to improve the efficiency, accessibility, and effectiveness of classroom assessment activities. In theory, authentic assessment is designed to evaluate students' competencies comprehensively through contextual, performance-based, and student-centered evaluation methods (Efendi, 2022; Maduningtias et al., 2022). However, in practice, many schools still rely heavily on conventional paper-based examinations that primarily measure memorization and cognitive recall rather than real competencies (Ramaboea et al., 2022; Tommasi et al., 2023; Wuthrich et al., 2020). This discrepancy creates a critical issue in modern education because assessment systems often fail to reflect students' actual problem-solving abilities, creativity, and collaborative skills required in twenty-first-century learning environments. Furthermore, teachers frequently encounter difficulties in implementing authentic assessment due to administrative burdens, limited technological integration, and insufficient digital literacy. Students also experience reduced engagement during

traditional evaluation processes because assessments are often perceived as monotonous and stressful activities. The emergence of computer-based testing platforms such as ZYA CBT therefore becomes increasingly relevant in addressing these educational challenges.

Authentic assessment has become one of the most widely discussed concepts in contemporary educational literature because it emphasizes meaningful learning evaluation and competency development. Educational theorists argue that authentic assessment enables teachers to evaluate students' critical thinking, collaboration, creativity, and real-life problem-solving abilities through contextual learning activities (Fitriyah et al., 2022; Ramaboea et al., 2022). Assessment should function as an integral part of the learning process rather than merely as a tool for measuring final academic achievement. Recent educational studies have also highlighted the increasing importance of digital technology in supporting authentic assessment practices (Jayatissa, 2023; Khan et al., 2021; Kumar & Sharma, 2021). Digital assessment systems provide opportunities for automated feedback, continuous learning monitoring, and interactive learning experiences that align with student-centered pedagogical approaches. The relationship between digital evaluation tools and student engagement remains an important issue requiring deeper investigation (Ibrahim, 2021; Panagiotidis, 2022). These theoretical discussions indicate that digital authentic assessment represents a complex intersection between pedagogy, technology, and educational culture. Therefore, further research is needed to examine how digital evaluation platforms can effectively enhance authentic assessment practices within contemporary educational contexts.

The integration of digital technology into classroom assessment has become increasingly significant within educational institutions seeking to modernize learning evaluation practices. In many schools, the adoption of computer-based testing systems is no longer limited to administrative examinations but has expanded into broader instructional assessment activities (AVCU & AYVERDİ, 2022; Chinchay et al., 2024). ZYA CBT emerged as one of the digital evaluation platforms designed to facilitate interactive and competency-oriented assessment practices within classroom learning environments. The platform provides various features such as digital rubrics, automated scoring, multimedia integration, real-time feedback, and online submission systems that support authentic assessment implementation. Within the context of this study, authentic assessment refers to evaluation processes that measure students' abilities through contextual tasks, reflective learning activities, collaborative projects, and problem-solving exercises rather than solely through memorization-based examinations.

Despite the growing implementation of digital evaluation systems, educational institutions continue to face several challenges in integrating authentic assessment effectively into classroom practices. Many schools adopt computer-based testing merely as a replacement for paper examinations without fundamentally transforming assessment approaches toward competency-oriented learning evaluation (Ni et al., 2023; Sun et al., 2023; Uban et al., 2021). Digital assessment platforms are frequently used only for efficiency purposes rather than for supporting meaningful learning experiences. Teachers often struggle to design authentic digital assessments because they lack adequate training in educational technology and assessment innovation (Karim et al., 2021; Setyaningsih & Suchyadi, 2021; Wahyu, 2020). In addition, unequal access to technological infrastructure creates disparities in the implementation of digital learning evaluation among students. Some students experience difficulties adapting to technology-based assessment systems due to limited digital literacy and inadequate access to devices or internet connectivity.

The implementation of computer-based exams has been shown to improve the efficiency of learning administration, although it has not yet fully impacted authentic learning evaluation. Furthermore, the use of technology in formative assessment has been shown to increase student responsiveness during the learning process through faster and more interactive digital feedback

systems (Bogomolova et al., 2021; Johinke et al., 2023; Zhai, 2021). Online evaluation platforms are also considered capable of increasing student motivation, class participation, and engagement in learning activities (Blose & Ndlovu, 2023; Bogomolova et al., 2021; Urushima et al., 2021). However, the implementation of authentic assessment in digital learning environments still faces various obstacles, particularly in integrating competency-based evaluation into the technology systems used by schools. The development of interactive digital learning applications shows that multimedia integration can increase student attention and enhance the learning experience in a more engaging and adaptive way (Shaw & Rawlinson, 2022; Urrea-Solano et al., 2021). Flexible digital evaluation systems also support a more personalized learning process through an adaptive assessment approach. In addition to technological factors, the success of digital transformation in educational evaluation is also influenced by institutional culture, particularly the school's readiness to adopt changes to technology-based learning and assessment systems.

Previous studies predominantly emphasize the technical efficiency of computer-based testing systems while paying limited attention to their pedagogical implications for authentic assessment practices. Limited research specifically examines how digital evaluation platforms contribute to the emergence of adaptive assessment culture within educational institutions. This study therefore offers novelty by positioning ZYA CBT not merely as a technological tool but as an educational innovation capable of influencing pedagogical practices, student participation, and institutional assessment culture simultaneously. The novelty of this research also lies in its integrated analytical approach combining authentic assessment transformation, interactive student engagement, and adaptive educational culture within one conceptual framework. Furthermore, the study incorporates observational data, interview findings, and classroom assessment practices to provide a comprehensive understanding of digital evaluation implementation.

This study aims to examine the implementation of ZYA CBT as a digital evaluation platform for enhancing authentic assessment practices in Pajarakan Islamic Vocational High School. Specifically, the research investigates how digital assessment systems influence learning evaluation, student engagement, and adaptive educational culture within classroom environments. The study seeks to understand the practical experiences of teachers, students, and educational institutions in implementing technology-supported authentic assessment. The research attempts to generate a deeper understanding of the role of educational technology in supporting competency-oriented learning evaluation. Therefore, the study positions digital assessment as an important element of educational transformation in the digital learning era.

This study argues that ZYA CBT has the potential to transform authentic assessment practices by integrating interactive digital technology with competency-oriented learning evaluation. The research assumes that digital assessment systems are not merely administrative innovations but also pedagogical instruments capable of improving student participation, assessment flexibility, and educational adaptability. Through the implementation of authentic digital evaluation, teachers may become more capable of conducting continuous, contextual, and student-centered assessment activities. The research proposes that the integration of digital assessment platforms contributes to the development of adaptive educational culture by encouraging institutional flexibility, collaborative learning, and continuous feedback practices. The original contribution of this study lies in its comprehensive analysis of digital assessment transformation through the interconnected dimensions of authentic assessment, student engagement, and adaptive assessment culture. Unlike previous studies that examine these aspects separately, this research provides an integrated understanding of how educational technology reshapes contemporary learning evaluation practices.

## RESEARCH METHOD

This research was conducted at Pajarakan Islamic Vocational High School as the primary unit of analysis because the institution has actively implemented ZYA CBT as a digital evaluation platform within its learning assessment system. This study employed a qualitative research approach using a case study design to explore the implementation of ZYA CBT as a digital evaluation tool for enhancing authentic assessment practices in education. The qualitative approach was selected because the research aimed to understand participants' experiences, perceptions, and interactions related to the use of digital assessment systems within natural educational settings (Hosseinikhah et al., 2022). Meanwhile, the case study design enabled the researcher to investigate the phenomenon comprehensively and contextually within a specific institutional environment. Through this approach, the study examined how ZYA CBT influenced authentic assessment transformation, student engagement, and adaptive assessment culture in classroom practices. Data interpretation emphasized participants' perspectives and real educational experiences rather than numerical measurement alone. The qualitative orientation further supported the exploration of meanings, behaviors, and social interactions emerging from the implementation of digital evaluation systems in the school environment.

The sources of information in this study consisted of teachers, students, school administrators, and institutional documents related to the implementation of ZYA CBT at Pajarakan Islamic Vocational High School. The study employed several data collection techniques, including observation, interviews, and documentation analysis. Classroom observations were conducted to examine the implementation of digital assessment activities and interactions between teachers and students during evaluation processes. Semi-structured interviews were used to explore participants' perceptions, experiences, and responses regarding the use of ZYA CBT in authentic assessment practices. Documentation analysis was conducted to examine institutional records and digital assessment data relevant to the research objectives.

The data in this study were analyzed using the interactive model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (Miles et al., 2015). This interactive analysis model consists of several interconnected stages, namely data condensation, data display, and conclusion drawing or verification. In the data condensation stage, the researcher selected, simplified, and categorized relevant information obtained from interviews, observations, and documentation. This process aimed to organize the data systematically while focusing on information directly related to the research objectives concerning digital authentic assessment, student engagement, and adaptive assessment culture. The second stage involved presenting the data in descriptive narratives, thematic categorizations, and tabular forms to facilitate interpretation and analysis. Data displays enabled the researcher to identify patterns, relationships, and recurring themes emerging from participants' experiences and educational practices. The final stage consisted of drawing conclusions and verifying findings continuously throughout the research process. Verification was conducted through data triangulation, participant confirmation, and comparison among multiple data sources to ensure credibility and trustworthiness.

## FINDINGS AND DISCUSSION

### Result

### Digital Transformation of Authentic Assessment

The study found that ZYA CBT significantly transformed authentic assessment practices from conventional paper-based evaluation into a more integrated digital assessment system. The platform enabled teachers to design various assessment formats, including project-based tasks, reflective assignments, case analyses, and competency-oriented quizzes within a single digital

environment. Unlike traditional assessments that primarily measured memorization and cognitive recall, ZYA CBT facilitated evaluations that emphasized students' analytical abilities, creativity, and problem-solving skills. Teachers reported that the system simplified assessment management because student submissions, grading rubrics, and feedback mechanisms were digitally organized and easily accessible. Furthermore, the platform supported continuous assessment practices by allowing teachers to monitor student progress throughout the learning process rather than relying solely on final examinations. The integration of automatic scoring and digital documentation also reduced administrative workload and improved the efficiency of classroom evaluation. In addition, students perceived the assessment process as more transparent because they could directly access their scores and teacher feedback through the system.

Classroom observations revealed that the implementation of ZYA CBT created substantial changes in the daily assessment activities conducted by teachers and students. During the observation sessions, teachers were seen utilizing digital rubrics and interactive assessment features to evaluate student performance in real time. Students completed assignments through laptops and mobile devices, while teachers simultaneously monitored submission status and learning progress through the system dashboard. In project-based learning activities, students uploaded multimedia presentations, reflective reports, and collaborative assignments directly into the platform, enabling teachers to provide immediate digital feedback. Classroom interactions became more dynamic because students actively discussed task instructions and assessment criteria displayed within the application. Teachers no longer depended heavily on printed materials, manual score calculations, or paper archives, as all evaluation records were stored automatically in the digital database. In addition, the observation process identified improvements in assessment consistency because teachers followed standardized rubrics integrated into the platform. Students appeared more focused during assessment sessions since the system provided clear instructions, countdown timers, and instant submission confirmations.

Table 1. The Integration of ZYA CBT in Assessment Aspect

| Assessment Aspect | Conventional Assessment | ZYA CBT-Based Assessment |
|---|---|---|
| Assessment Format | Paper-based tests | Digital and interactive tasks |
| Feedback Delivery | Delayed and manual | Immediate and automated |
| Documentation | Physical archives | Digital database |
| Evaluation Focus | Memorization-oriented | Competency-oriented |
| Student Submission | Printed assignments | Online submission |
| Teacher Workload | Manual scoring | Automated scoring support |
| Learning Monitoring | Periodic evaluation | Continuous monitoring |
| Assessment Transparency | Limited access to results | Open digital access |
| Collaboration Activities | Minimal integration | Interactive digital collaboration |
| Rubric Application | Inconsistent implementation | Standardized digital rubric |

Table 1 indicates that the integration of ZYA CBT shifted assessment practices toward more flexible and technology-supported evaluation processes. The comparison also demonstrates that authentic assessment became more measurable, accessible, and systematic after the adoption of the digital platform. These data strengthen the argument that digital assessment systems can support educational institutions in implementing more effective competency-based evaluation practices. The findings reaffirm that ZYA CBT played a crucial role in transforming authentic assessment into a more adaptive and technology-oriented process. The transition from conventional evaluation methods toward digital assessment systems reflected not only a technical change but also a pedagogical shift in educational practices. The integration of authentic assessment components such as reflective learning, collaborative projects, and competency-based

tasks demonstrated that the platform supported holistic student evaluation. From an interpretative perspective, the findings suggest that technology can function as an enabler of meaningful learning assessment rather than merely serving administrative purposes.

Teachers became more capable of monitoring learning progress continuously because digital systems provided organized and accessible data. Students also benefited from clearer assessment procedures and faster feedback mechanisms, which contributed to improved learning engagement and self-reflection. Moreover, the use of digital rubrics and automatic documentation strengthened the consistency and transparency of assessment implementation. The findings imply that educational institutions adopting digital assessment systems may experience improvements in instructional quality and evaluation efficiency simultaneously. The transformation observed through ZYA CBT illustrates how digital innovation can support authentic learning environments by integrating assessment, feedback, and competency measurement into one cohesive educational framework. Therefore, authentic assessment in the digital era increasingly represents a dynamic interaction between pedagogy, technology, and student-centered learning approaches.

## Enhancing Student Engagement through Interactive Digital Evaluation

The study found that ZYA CBT significantly enhanced student engagement through the implementation of interactive digital evaluation practices. Students demonstrated higher levels of participation and enthusiasm during assessment activities compared to conventional examination methods. The digital interface, interactive question formats, and immediate feedback mechanisms contributed to a more engaging learning atmosphere that encouraged active student involvement. Teachers reported that students appeared more motivated to complete assessment tasks because the platform presented evaluation activities in a visually organized and technologically familiar environment. Interactive features such as multimedia integration, timer notifications, instant score displays, and gamified elements increased students' curiosity and concentration during assessments. Furthermore, the accessibility of the platform through various digital devices enabled students to participate in learning evaluations more flexibly, both inside and outside the classroom. The study also revealed that students became more confident in expressing their understanding because digital assessments reduced anxiety commonly associated with traditional paper-based examinations. Collaborative learning activities integrated into the system encouraged peer interaction and discussion during project-oriented tasks. These findings indicate that digital evaluation systems can positively influence students' emotional and cognitive engagement in learning processes. Consequently, ZYA CBT functioned not merely as an assessment tool but also as an educational medium capable of fostering more active, participatory, and student-centered learning experiences.

Table 2. Student Engagement During Assessment Activities

| Student Engagement Aspect | Conventional Evaluation | ZYA CBT Evaluation |
|---|---|---|
| Participation Level | Passive participation | Active involvement |
| Student Motivation | Limited enthusiasm | Increased enthusiasm |
| Learning Interaction | Teacher-centered | Interactive learning |
| Feedback Response | Delayed response | Immediate response |
| Assessment Accessibility | Classroom dependent | Flexible digital access |
| Learning Anxiety | High examination pressure | Reduced anxiety |
| Multimedia Usage | Rarely integrated | Frequently integrated |
| Peer Collaboration | Minimal collaboration | Active collaboration |
| Attention During Evaluation | Easily distracted | More focused |
| Learning Experience | Monotonous assessment | Engaging digital experience |

Table 2 demonstrates that ZYA CBT improved several dimensions of student engagement during assessment activities. Students became more responsive, collaborative, and motivated because the digital environment provided interactive learning experiences that aligned with their technological familiarity. Therefore, the findings support the argument that digital evaluation systems can positively transform students' participation and engagement in educational settings. The study consistently showed that ZYA CBT contributed to stronger student engagement during digital evaluation activities. Students demonstrated more active participation because the platform created a learning environment that combined assessment with interactive technological features. Unlike traditional evaluation methods that often positioned students as passive test participants, the digital system encouraged learners to become more responsive and involved in the assessment process. The availability of multimedia-based questions, instant feedback, and user-friendly interfaces made evaluation activities feel more dynamic and less intimidating for students. Teachers also observed that students displayed greater willingness to complete assignments and participate in classroom discussions after using the platform regularly.

In collaborative tasks, students interacted more frequently with peers to complete digital projects and solve contextual learning problems. The findings further revealed that digital assessments reduced boredom commonly associated with repetitive paper-based examinations. Students considered the platform more flexible because they could access assessment materials through various digital devices without depending solely on classroom conditions. These patterns demonstrate that engagement in digital learning environments extends beyond technical participation and includes emotional involvement, cognitive attention, and behavioral responsiveness. Therefore, the findings reaffirm that interactive digital evaluation practices can strengthen students' active involvement and improve the overall quality of educational experiences.

## The Emergence of Adaptive Assessment Culture

The study found that the implementation of ZYA CBT contributed to the emergence of an adaptive assessment culture within educational institutions. Teachers gradually shifted from rigid, examination-centered evaluation practices toward more flexible and continuous assessment approaches supported by digital technology. The platform encouraged educators to design assessments that aligned with students' learning needs, classroom conditions, and competency development objectives. Rather than relying solely on final examinations, teachers began integrating formative assessments, reflective activities, collaborative projects, and digital portfolios into routine learning practices. This transformation reflected the emergence of a more adaptive educational culture in which assessment was viewed as an ongoing learning process rather than merely a grading mechanism. School administrators also supported this cultural shift by encouraging technology integration and providing opportunities for digital literacy development among teachers. Students adapted positively to the new system because assessment activities became more varied, accessible, and relevant to real learning experiences. Furthermore, the flexibility of digital evaluation allowed teachers to modify assessment strategies according to instructional contexts and student characteristics. The findings indicate that adaptive assessment culture emerged through continuous interaction between technological innovation, pedagogical adaptation, and institutional support.

Observational findings revealed noticeable changes in assessment behavior and institutional routines after the implementation of ZYA CBT. Teachers were observed conducting assessments more frequently throughout the learning process instead of depending exclusively on scheduled examinations. In several classrooms, teachers used digital quizzes, reflective journals, and

collaborative assignments as formative assessment tools to monitor student understanding continuously. Students also appeared more accustomed to receiving ongoing feedback and revising their work based on teacher recommendations provided through the digital platform. During classroom activities, teachers demonstrated greater flexibility in adjusting assessment methods according to learning objectives and student participation levels. Some teachers integrated multimedia projects and contextual problem-solving tasks into evaluation sessions, indicating a shift toward competency-oriented learning assessment. School meetings and teacher discussions increasingly focused on digital assessment strategies and the development of innovative evaluation models. Observations further showed that institutional practices gradually became more technology-oriented, including the digital storage of assessment records and the use of online communication between teachers and students regarding evaluation outcomes. Students responded positively to these adaptive practices because they perceived assessments as more relevant and less stressful than traditional examinations. These observational patterns demonstrate that the adoption of ZYA CBT contributed to the formation of a more flexible, collaborative, and adaptive assessment culture within the educational environment.

Interview findings from several participants strengthened the evidence regarding the emergence of adaptive assessment culture through the use of ZYA CBT. One teacher explained, “Before using ZYA CBT, assessment activities were mostly limited to written tests, but now I can evaluate students through projects, reflections, and digital discussions more effectively.” Another teacher stated, “The system helps me adjust assessment methods according to classroom conditions and student learning styles because everything can be managed flexibly within the platform.” A school administrator also emphasized, “Digital assessment has changed our institutional perspective because evaluation is no longer viewed only as a grading process but as part of continuous learning improvement.” Students expressed similar experiences regarding the adaptive nature of the assessment system. One student mentioned, “I feel less pressured because assignments are more varied and we receive feedback directly after submission.” Another student explained, “The digital platform makes learning activities more organized and interactive compared to paper-based tests.” These interview findings demonstrate that adaptive assessment culture emerged through collective acceptance of flexible digital evaluation practices among teachers, administrators, and students. The interview data further indicate that technological integration encouraged educational stakeholders to redefine assessment as a dynamic, student-centered, and continuously evolving learning process rather than a static examination procedure.

The implementation of digital evaluation practices encouraged teachers, students, and administrators to reconsider traditional perspectives on assessment and adopt more flexible approaches aligned with contemporary educational needs. From an interpretative standpoint, the emergence of adaptive assessment culture reflects a broader institutional transformation influenced by technological integration and pedagogical innovation. Teachers became more willing to experiment with varied assessment strategies because digital systems simplified evaluation management and provided greater instructional flexibility. Students also interpreted assessment activities differently, viewing them as continuous learning opportunities rather than isolated examination events.

The findings further imply that adaptive assessment culture develops when technological tools support collaboration, feedback, and competency-oriented learning practices. Institutional support played an important role in sustaining this transformation because schools encouraged digital literacy development and provided resources for technology integration. The cultural shift observed in this study demonstrates that educational change occurs not only through policy implementation but also through daily classroom practices and interactions among educational

stakeholders. Therefore, the integration of ZYA CBT may be interpreted as a catalyst for educational innovation capable of reshaping assessment culture toward more responsive, participatory, and student-centered learning environments in the digital era.

## Discussion

The platform demonstrated its capacity to integrate assessment efficiency with competency-oriented evaluation approaches, thereby supporting the broader goals of twenty-first-century education. Across different classroom activities, the system facilitated flexible assessment methods that encouraged analytical thinking, creativity, collaboration, and reflective learning among students. The findings further indicate that digital assessment systems can reduce administrative complexity while simultaneously improving the quality and transparency of evaluation practices (Kainulainen et al., 2023; Muhammad et al., 2023). Teachers benefited from automated scoring features, organized documentation, and standardized rubrics, whereas students experienced more interactive and accessible assessment processes.

The transformation also reflected a broader institutional adaptation toward educational digitalization, where technology became integrated into routine pedagogical activities (Pan et al., 2024; Pettersson, 2021). Importantly, the implementation of ZYA CBT revealed that authentic assessment does not lose its educational value when conducted digitally; instead, technological integration can strengthen the relevance and effectiveness of competency-based learning evaluation. These findings may therefore be generalized to suggest that digital assessment platforms have strong potential to modernize educational evaluation systems across various institutional contexts. Ultimately, ZYA CBT emerged as an innovative educational technology capable of bridging authentic assessment principles with the demands of contemporary digital learning environments.

Interactive digital evaluation has the capacity to reshape students' perceptions of assessment activities. Traditional examinations are frequently associated with stress, monotony, and passive learning behavior, whereas ZYA CBT introduced assessment experiences that were more flexible, responsive, and student-centered. The integration of multimedia content, immediate feedback, and interactive interfaces stimulated students' curiosity and encouraged sustained attention during evaluation sessions (Yu et al., 2022). This indicates that technological engagement may serve as a motivational factor that positively influences learning behavior. Furthermore, the findings imply that students who are familiar with digital environments tend to respond more positively to technology-supported evaluation systems because such systems align with their everyday technological interactions.

Teachers increased participation levels as evidence that students felt more comfortable and confident when assessments were conducted digitally. The reduced anxiety observed during evaluations suggests that interactive digital systems may create psychologically supportive learning conditions. In addition, collaborative digital tasks reflected the emergence of social engagement in assessment practices, where students actively communicated and exchanged ideas during learning activities (El-Ebiary et al., 2022; Redondo et al., 2021; Sultoni, 2021). Digital evaluation is not solely a matter of technological adaptation but also a transformation in how students emotionally and cognitively experience assessment processes. Consequently, ZYA CBT represents an innovative approach that integrates engagement, interaction, and learning evaluation within modern educational environments.

Teachers became more adaptive in designing assessments, students developed greater acceptance of ongoing evaluation processes, and institutional policies increasingly supported technology-integrated learning environments. The adaptive culture observed in this study was

characterized by flexibility, collaboration, continuous feedback, and responsiveness to student learning needs (Anshari, 2024). These characteristics suggest that digital evaluation platforms have the potential to influence not only technical assessment procedures but also the broader educational culture within schools. The study further reveals that sustainable educational transformation requires alignment between technological innovation, pedagogical readiness, and institutional commitment.

As digital technologies continue to shape educational practices globally, adaptive assessment culture may become an essential foundation for effective twenty-first-century learning systems. Therefore, the findings may be generalized to suggest that educational institutions implementing digital evaluation platforms should prioritize cultural adaptation alongside technological adoption. Ultimately, ZYA CBT emerged as an educational innovation that strengthened authentic, interactive, and adaptive assessment practices while contributing to the development of more modern and learner-centered educational environments.

## CONCLUSION

The most important finding of this research is that digital assessment technology does not merely improve administrative efficiency but also strengthens competency-based learning, interactive participation, continuous feedback, and student-centered evaluation practices. The study provides an important lesson that educational technology can function as a pedagogical innovation when integrated with authentic learning principles and adaptive institutional culture. The strength of this article lies in its comprehensive perspective that connects digital transformation, authentic assessment, student engagement, and adaptive educational culture within a single analytical framework. The use of a qualitative case study method also limits the generalizability of the findings to wider populations. Therefore, further studies are needed to involve broader educational settings, diverse participant characteristics, gender and age variations, as well as quantitative or survey-based methods to obtain more comprehensive findings that may support more accurate and effective educational policy development in the future.

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