



Candy CBT Application Usage Training as an Effort to Improve the Effectiveness of Student Learning Evaluation at SMAI Miftahul Arifin

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Abstract : This community service program aimed to strengthen teachers' capacity to conduct technology-based learning evaluation at SMAI Miftahul Arifin through training and technical assistance in the use of the Candy CBT application. The program was designed to address the need for more systematic, efficient, and technology-supported examination management, particularly in question development, test administration, scoring, and analysis of learning outcomes. The implementation consisted of four stages: initial needs identification, application training, guided practical implementation, and evaluation and follow-up assistance. During the training, teachers were guided to create and manage examination questions, administer computer-based tests, process examination results, and utilize the application's features for evaluating student performance. Program evaluation focused on participants' ability to independently operate the application and apply the acquired skills to actual learning evaluation activities. The results showed teachers' Candy CBT exam management and learning evaluation skills improved. Technology acceptance, individuals' digital skills, and technological infrastructure were also issues throughout implementation. To encourage application use, discussion forums and technical help are offered. This programme shows that planned training, hands-on practice, and ongoing mentoring can help instructors use digital resources for systematic and successful learning assessment.

Keywords : Candy CBT; Teacher Competence; Digital Learning Evaluation; Computer-Based Testing.

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INTRODUCTION

Learning evaluation is an essential component of the educational process because it provides information about students' achievement, identifies learning difficulties, and serves as a basis for improving subsequent instruction (Royhanuddin et al., 2024). In the context of digital transformation in education, learning evaluation is increasingly expected to utilize information technology to support more efficient, systematic, and accessible assessment processes (Christensen et al., 2023; Willis et al., 2023). Technology-based evaluation can facilitate the preparation and administration of examinations, accelerate scoring and data processing, simplify the storage of assessment documents, and provide teachers with more immediate information about student learning outcomes (Ajogbeje, 2023). Therefore, the integration of digital technology into learning evaluation is not merely a change in the form of examinations but also represents an effort to strengthen teachers' capacity to manage assessment data and utilize it for instructional improvement.

One of the applications that can support technology-based assessment is Candy CBT, a computer-based testing application that provides facilities for managing questions, administering examinations, processing scores, and presenting examination results. The use of such applications has the potential to reduce the administrative burden associated with conventional paper-based examinations and improve the accessibility and organization of assessment data. However, the availability of digital assessment technology does not automatically result in effective implementation. Teachers need adequate technical competence and practical experience to operate the application according to their assessment needs. Limited digital competence, unfamiliarity with application features, and inadequate institutional support may become barriers to the adoption of computer-based assessment. Consequently, strengthening teachers' capacity through structured training and hands-on assistance is necessary to ensure that digital assessment technology can be implemented effectively in school settings.

These conditions are also encountered by SMAI Miftahul Arifin. Based on the initial identification of partner needs, learning evaluation at the school is still predominantly conducted using conventional paper-based examinations. This practice creates several administrative challenges, including the time required to prepare and distribute examination materials, the manual processing of student scores, difficulties in organizing assessment documents, and the risk of loss or damage to paper-based records. The conventional process also limits teachers' opportunities to obtain and utilize assessment data efficiently for identifying students' learning achievement and areas requiring further instructional attention. In addition, teachers have varying levels of familiarity with digital assessment applications, while the use of Candy CBT has not yet been optimized as part of the school's learning evaluation process.

The problems faced by the partner indicate that the main challenge is not simply the availability of an assessment application but the readiness and competence of teachers to

utilize digital technology in their routine evaluation activities. This situation creates a gap between the potential of technology-based assessment and its actual utilization in the school. If this gap is not addressed, the transition from conventional to digital evaluation may remain limited to the introduction of technology without producing meaningful changes in teachers' administrative and assessment practices. Therefore, an intervention that combines application training, guided practice, practical implementation, and follow-up assistance is required to strengthen teachers' ability to use Candy CBT independently and appropriately.

Based on these needs, the community service program was designed as a capacity-building initiative for teachers at SMAI Miftahul Arifin through training and technical assistance in the use of Candy CBT. The program focuses on strengthening teachers' practical competencies in preparing computer-based assessments, managing examinations, processing assessment results, and utilizing digital assessment data to support learning evaluation. The activity is implemented through participatory and practice-oriented training so that participants are not only introduced to the application but are also given opportunities to apply its functions to actual assessment needs. This approach is expected to facilitate technology adoption while ensuring that the knowledge and skills acquired during the program can be integrated into teachers' routine evaluation practices.

The community service program therefore aims to strengthen teachers' capacity to implement more systematic, efficient, and technology-supported learning evaluation through the use of Candy CBT. In addition to improving teachers' technical skills, the program seeks to encourage a gradual shift from manual assessment management toward digitally supported evaluation practices. The program also considers challenges encountered during implementation, particularly differences in teachers' digital competence and the availability of supporting technological infrastructure. Through training, practical assistance, and follow-up mentoring, the activity is expected to provide a sustainable foundation for the adoption of computer-based learning evaluation at SMAI Miftahul Arifin.

METHOD

This community service program was implemented through a participatory training and mentoring approach to strengthen teachers' competence in utilizing the Candy CBT application for technology-based learning evaluation at SMAI Miftahul Arifin. The program was designed based on the problems and needs identified at the partner institution, particularly the continued use of conventional paper-based assessments, inefficient examination administration, and teachers' limited experience in utilizing computer-based assessment applications. The implementation emphasized not only the transfer of knowledge but also hands-on practice, direct assistance, evaluation of participants' competencies, and follow-up mentoring to support the sustainable adoption of Candy CBT in the school's learning evaluation practices.

The implementation consisted of four interconnected stages: needs identification and preparation, training and hands-on practice, implementation assistance, and evaluation and follow-up. The first stage involved identifying the partner's conditions through observation, discussions, and coordination with the school management and teachers. This stage was conducted to identify the existing learning evaluation practices, teachers' familiarity with digital assessment, available technological infrastructure, and the specific difficulties encountered in managing examinations. The information obtained from this stage was used as the basis for preparing training materials, determining the implementation schedule, and adjusting the mentoring strategy to the actual conditions of the partner institution.

The second stage consisted of training and hands-on practice using the Candy CBT application. The training introduced participants to the main functions of the application and its relevance to learning evaluation. Teachers were subsequently guided to practice preparing computer-based examination questions, managing examinations, organizing participants, and processing examination results. The training used a practice-oriented approach in which participants directly operated the application using examples relevant to their teaching activities. This approach was intended to ensure that teachers did not merely understand the functions of Candy CBT theoretically but were able to apply them to actual assessment activities.

The third stage focused on implementation assistance. Teachers were guided to develop and apply a simple digital assessment system using Candy CBT based on the subjects and assessment needs at SMAI Miftahul Arifin. During this stage, the community service team provided technical assistance and troubleshooting whenever participants encountered difficulties in operating the application. Teachers were also encouraged to utilize the resulting assessment data to support the evaluation of students' learning achievement. The implementation stage therefore served as a transition from training activities toward the independent use of Candy CBT in the school environment.

The fourth stage involved evaluation and follow-up mentoring. Evaluation was conducted to determine the extent to which teachers had acquired the knowledge and practical skills required to use Candy CBT. The evaluation focused on several indicators, including the ability to create and manage digital examination questions, administer computer-based tests, process examination results, and utilize the application independently. Participant performance during practical activities, observations by the community service team, and participant feedback were used as sources of evaluation data. Follow-up mentoring was subsequently provided through discussion and technical assistance to address difficulties that emerged during the implementation of Candy CBT after the training.

The achievement of the program was assessed through changes in participants' practical competence and their ability to implement Candy CBT in learning evaluation

activities. The main indicators of program success included: (1) participants' ability to operate the basic features of Candy CBT; (2) participants' ability to independently prepare and manage computer-based examinations; (3) participants' ability to process and utilize examination results; and (4) the initial implementation of Candy CBT as part of the school's routine learning evaluation. These indicators were used to assess whether the program had progressed beyond the delivery of training materials toward actual capacity building and technology adoption.

Table 1. Stages of Community Service Program

No.	Stage	Main Activities	Time
1	Needs Identification and Preparation	Identifying partner problems and needs, coordinating with school management, preparing training materials, scheduling activities, and preparing technological facilities.	One week before training
2	Training and Hands-on Practice	Introducing Candy CBT, demonstrating its main features, and guiding teachers in preparing questions and managing computer-based examinations.	Day 1
3	Implementation Assistance	Guiding teachers in applying Candy CBT to actual learning evaluation activities and providing technical assistance and troubleshooting.	Day 2
4	Evaluation and Follow-up	Assessing teachers' practical competence, collecting participant feedback, identifying implementation difficulties, and providing follow-up mentoring.	End of training and post-training

The success of the community service program depended on active participation from SMAI Miftahul Arifin as the partner institution. Partner participation was organized according to the respective roles of school management, teachers, technical personnel, and the community service team.

The school management was responsible for providing institutional support, determining the training schedule, facilitating access to the required facilities, and encouraging teachers to participate actively throughout the program. School management was also expected to support the continued implementation of Candy CBT after the training by integrating its use into relevant learning evaluation activities.

Teachers served as the primary participants and beneficiaries of the program. Their participation included attending the training, engaging in hands-on practice, completing assigned tasks, implementing Candy CBT in assessment activities, and providing feedback regarding the difficulties encountered during implementation. Teachers were also encouraged to share their experiences with other colleagues to facilitate broader adoption of digital assessment practices within the school.

Technical or IT personnel, where available, supported the preparation and operation of the technological infrastructure required for the program. Their role included assisting with computer and network readiness, addressing technical problems during

implementation, and supporting the continued operation of the digital assessment system after the program.

The community service team acted as facilitators, trainers, and mentors throughout the program. The team was responsible for conducting the needs assessment, preparing training materials, delivering the training, guiding practical activities, monitoring implementation, evaluating participants' competencies, and providing follow-up assistance. The team also documented the implementation process and identified challenges that could be used to improve subsequent mentoring activities.

Students were positioned as indirect beneficiaries rather than primary participants in the training. Their involvement occurred through the implementation of computer-based assessments developed by teachers. The use of Candy CBT was expected to provide students with a more organized digital assessment experience while enabling teachers to obtain assessment results more efficiently.

The partnership was therefore designed as a collaborative process rather than a one-way training activity. The community service team provided knowledge, technical guidance, and mentoring, while the school provided institutional support, participant involvement, technological facilities, and opportunities for implementation. This collaborative arrangement was intended to strengthen teachers' capacity while creating conditions for the continued use of Candy CBT after the completion of the community service program.

RESULT AND DISCUSSION

This Community Service Program (PKM) activity is conducted by postgraduate students at Nurul Jadid University. This community service program not only demonstrates the students' responsibility to fulfill the annual Tri Dharma of Higher Education, but also aims to broaden their knowledge and skills. The stages of the Community Service Program (PKM) are as follows:

1. Identification of Partner Needs and Program Preparation

The implementation of the community service program began with an identification of the needs and conditions of SMAI Miftahul Arifin as the partner institution. The initial identification showed that the school's learning evaluation process was still predominantly dependent on conventional assessment practices, particularly paper-based examinations. This condition created several administrative difficulties, including the time required to prepare and process examinations, the management and storage of assessment documents, and the processing of student examination results. In addition, teachers had different levels of familiarity with digital assessment technology, creating a need for practical assistance in adopting a computer-based evaluation system.

The needs identification was followed by coordination and discussion with the school management and teachers to determine the appropriate form of intervention. The

community service team introduced the Candy CBT application as an alternative technology for supporting the management of learning evaluation. The preparation process included discussing the objectives of the program, determining the participants, identifying technological requirements, preparing training materials, and adjusting the implementation schedule to the conditions of the school. This preparatory process was important because the program was designed not merely as an introduction to an application but as an effort to assist teachers in transitioning from conventional assessment toward more systematic digital evaluation practices.



Figure 1. Preparation Meeting for the Implementation of Candy CBT

Figure 1 documents the coordination process between the community service team and the school management before the implementation of the program. The meeting functioned as an initial coordination mechanism to ensure that the planned Candy CBT activities were consistent with the school's needs and available resources. This activity also demonstrates the involvement of the partner institution from the preparation stage, which is an important characteristic of participatory community service.

The preparation process was further strengthened through a focus group discussion (FGD) involving relevant stakeholders. The FGD was used to finalize the training program, clarify the technical requirements, and determine the implementation mechanism. Through this discussion, the community service team and the school were able to identify potential obstacles before the training and agree on the responsibilities of each party.



Figure 2. FGD for Finalizing the Community Service Program

Figure 2 demonstrates that the program was developed through collaborative discussion rather than being implemented as a one-way training activity. The involvement of school representatives in finalizing the program strengthened institutional ownership and helped ensure that the training content and implementation procedures were relevant to the actual conditions of SMAI Miftahul Arifin.

2. Implementation of Candy CBT Training and Hands-on Practice

The training was subsequently implemented through direct introduction and hands-on practice using the Candy CBT application. The activity emphasized practical skills because the main problem faced by the partner was not simply a lack of knowledge about digital assessment but limited experience in operating an assessment application independently. Teachers were therefore guided to understand the basic functions of Candy CBT and subsequently practice its use in preparing and managing computer-based examinations.

During the training, teachers practiced preparing examination questions, organizing examination materials, managing test participants, and conducting computer-based assessments. The practical approach enabled participants to experience the assessment process directly rather than only receiving theoretical explanations. Facilitators provided assistance when participants encountered difficulties in operating the application, particularly during the initial stages of application use.

The implementation of the training was followed by the actual application of CBT in the school environment. This is an important result of the community service program because it indicates that the activity progressed from training to practical implementation. The application of CBT in Grade IX provided evidence that teachers were able to begin utilizing the knowledge and skills obtained during the training in an actual school assessment context.



Figure 3. Implementation of CBT in Grade IX

Figure 3 provides visual evidence of the implementation of computer-based assessment with students. The activity demonstrates the transition from teacher training to the application of the technology in a real educational setting. The implementation also provided teachers with direct experience in managing assessment activities through a digital platform.



Figure 4. Implementation of CBT-Based Examinations

Figure 4 further demonstrates the use of the CBT system in conducting examinations. The implementation provided an opportunity for teachers and students to become familiar with a digital assessment environment. For teachers, the activity provided practical experience in managing examinations electronically, while for students it introduced an alternative assessment experience supported by computer technology.

The implementation indicates that the community service program produced a tangible output beyond the delivery of training materials. The Candy CBT application was not only introduced to teachers but was also utilized in an actual examination activity (Alauddin et al., 2023). This distinction is important because the success of a community service program should be assessed not only from participation in training but also from the extent to which the acquired skills can be translated into practice.

3. Improvement of Digital Assessment Management

One of the main outcomes observed during the program was the strengthening of teachers' ability to manage assessment activities using digital technology. Through hands-on practice, teachers were introduced to a more systematic process for preparing

examinations, administering tests, and managing examination results. The use of Candy CBT also supported the organization of assessment data in digital form, reducing dependence on physical examination documents.

The practical implementation showed that digital assessment provided teachers with a more structured mechanism for managing examination activities. The examination process could be organized through the application, while the resulting assessment data could be accessed and processed digitally. This condition has the potential to reduce the administrative workload associated with conventional paper-based assessments, particularly in relation to manual scoring, documentation, and storage.

However, the results should be interpreted as an improvement in digital assessment management capacity, rather than as definitive evidence of increased overall learning effectiveness. The available evidence demonstrates that teachers were able to implement CBT-based examinations, but there is insufficient quantitative evidence in the current documentation to establish the magnitude of improvement in processing time, scoring accuracy, or student learning outcomes. Therefore, the primary achievement of this program is the successful transfer and initial adoption of digital assessment skills at the partner institution.

4. Assessment Results and Communication with Parents

The use of Candy CBT also supported the subsequent stage of assessment-result management. Following the implementation of CBT-based examinations, the examination results were processed and used as a basis for reporting student achievement. This stage is important because the value of digital assessment is not limited to conducting examinations; assessment information needs to be managed and communicated so that it can contribute to the educational process.



Figure 5. Evaluation of CBT-Based Examination Results with Parents

Figure 5 documents the evaluation and communication of CBT-based examination results with parents. This activity demonstrates that the assessment results were not

treated merely as administrative records but were communicated to relevant stakeholders. The involvement of parents strengthened the transparency of the assessment process and created an opportunity for parents to understand students' academic achievement.



Figure 6. Submission of Student Grade Results to Parents

Figure 6 provides further evidence of the dissemination of student assessment results to parents. The activity illustrates the continuation of the assessment process from examination implementation to reporting and communication. Thus, the community service program contributed to establishing a more connected assessment process involving teachers, students, school management, and parents.

The reporting of assessment results also has potential value for follow-up learning. Teachers can use the available assessment information to identify students who require additional assistance or reinforcement (Bai et al., 2022; Pareek et al., 2023). Nevertheless, the present program documentation does not provide sufficient quantitative evidence to determine whether the use of assessment data directly improved subsequent student achievement. Therefore, the contribution of the program at this stage should be understood primarily as strengthening the availability, management, and communication of digital assessment information.

5. Evaluation of Program Achievement and Follow-up Assistance

Evaluation was conducted to identify the extent to which the training could be implemented by participants and to identify obstacles that emerged during the transition to digital assessment. The evaluation focused primarily on participants' practical ability to operate Candy CBT, including preparing examination materials, managing computer-based examinations, and utilizing examination results. Observations during practical activities and the implementation of CBT-based examinations provided evidence of participants' ability to move from guided training toward actual application.

The implementation also revealed that technology adoption requires continuous assistance. Differences in teachers' digital competencies and technical constraints may influence the consistency of application use. Therefore, the community service team

emphasized follow-up assistance and technical guidance to help teachers resolve problems encountered after the training. Such assistance is particularly important because one-time training does not necessarily guarantee sustainable technology adoption.

The follow-up mechanism was directed toward maintaining the use of Candy CBT in routine learning evaluation activities. Teachers were encouraged to continue practicing the application, discuss technical difficulties, and utilize the available assessment results in their evaluation activities. School management also has an important role in supporting the sustainability of the program by facilitating technological infrastructure and encouraging teachers to continue using digital assessment.

Overall, the results demonstrate that the community service program progressed through a sequence of needs identification, collaborative preparation, teacher training, hands-on practice, actual CBT implementation, assessment-result management, and communication of results to parents (Craske, 2022; Goldsmith et al., 2023; Kendall et al., 2023). The strongest evidence of program achievement is the transition from training to actual implementation of CBT-based examinations at SMAI Miftahul Arifin. The program therefore contributed to strengthening teachers' practical capacity for digital assessment and initiated the adoption of a more systematic (Mundiri & Firdausy, 2022) technology-supported evaluation process. Further monitoring and quantitative assessment of implementation frequency, processing time, teacher competency, and student responses would be required to establish the longer-term effectiveness of the program.

CONCLUSION

The community service program at SMAI Miftahul Arifin demonstrated that training and hands-on mentoring in the use of the Candy CBT application can strengthen teachers' practical capacity to conduct technology-based learning evaluation. The program enabled teachers to become familiar with the application and practice its main functions, including question preparation, computer-based examination management, processing of examination results, and utilization of assessment information. The implementation of Candy CBT in Grade IX and the subsequent management and communication of students' assessment results provided evidence that the program progressed beyond the delivery of training materials toward practical application in the school environment.

The program also strengthened teachers' readiness to adopt digital technology as part of learning evaluation practices. However, the implementation revealed several challenges, particularly differences in teachers' digital competence, technical difficulties

during application use, and limitations in supporting technological infrastructure. Therefore, the sustainability of Candy CBT implementation requires continued technical assistance, institutional support, and adequate infrastructure. Overall, the program provides a practical foundation for the gradual adoption of digital assessment at SMAI Miftahul Arifin, although further implementation and evaluation are needed to determine its long-term effects on the efficiency and quality of learning evaluation.

Based on the implementation and evaluation of the program, several recommendations are proposed. First, SMAI Miftahul Arifin should strengthen the availability and maintenance of supporting infrastructure, particularly computer devices, network connectivity, and other technical facilities required for the reliable implementation of Candy CBT. Second, periodic training and technical mentoring should be conducted to strengthen teachers' confidence and independence in operating the application and to address technical difficulties that may arise during implementation. Third, school management should establish institutional support for the continued use of digital assessment, including technical coordination, internal assistance among teachers, and integration of Candy CBT into the school's routine evaluation practices. These measures are expected to support the sustainable adoption of technology-based learning evaluation at SMAI Miftahul Arifin.

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