STUDENTS' PSYCHOLOGICAL PERCEPTION OF EXAM BROWSER CLIENT AS A DIGITAL ASSESSMENT TOOL

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ABSTRACT

This study investigates junior high school students' psychological perceptions of using the Exam Browser Client (EBC) as a digital tool for English summative assessment. Although digital assessment tools are increasingly adopted for efficiency and exam integrity, their psychological impact on younger EFL learners remains underexplored. This study examines five internal factors: student interest, anxiety, perceived usefulness, perceived ease of use, and attitude toward technology. Using a descriptive qualitative case study design, data were collected from 33 students through questionnaires and from 12 students and one English teacher through semi-structured interviews at a junior high school in Cirebon, Indonesia. Questionnaire responses were analyzed descriptively, while interview data were analyzed qualitatively by category. The findings show that most students held positive perceptions of EBC, viewing it as enjoyable, efficient, and supportive of exam fairness. Some students initially felt anxious due to technical issues, but this anxiety decreased with familiarity and teacher support. Students also expressed positive attitudes toward technology, believing EBC improved their digital literacy. The study concludes that psychological factors should be considered alongside technical factors when implementing digital assessment tools for junior high school students.

Keywords: *Anxiety, Digital Assessment, English Summative Assessment, Perceived Usefulness, Student Perception*
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INTRODUCTION

In the digital era, the integration of technology in education has significantly transformed various aspects of teaching and learning, particularly in assessment methods. Globally, there has been a clear transition from traditional paper-based assessments toward computer-based and web-based testing, driven by the growing demand for efficiency, scalability, and academic integrity. Stödberg (2012) notes that e-assessment has expanded rapidly across educational levels because it allows faster scoring, more flexible test administration, and tighter

control over exam security compared to paper-based formats. At the same time, this shift is not without friction: Walker and Handley (2016) found that students' engagement with computer-based testing depends less on their general digital literacy and more on their specific information-technology proficiency for assessment purposes, and that students consistently request more opportunities for practice and training before high-stakes computer-based exams. This finding suggests that simply introducing a digital assessment tool does not guarantee a smooth transition; institutions must also prepare learners psychologically and technically for the change.

Several studies have examined students' acceptance of digital assessment tools using theoretical models such as the Technology Acceptance Model (TAM) developed by Davis (1989), which explains technology adoption through two central constructs: perceived usefulness and perceived ease of use. According to Davis (1989), perceived usefulness refers to the degree to which a person believes that using a particular system would enhance their performance, while perceived ease of use refers to the degree to which a person believes that using the system would be free of effort. These two constructs, together with users' attitudes toward the technology, have since been widely applied to explain how and why learners accept or resist digital tools in educational settings. A recent phenomenological investigation by Zakariya et al. (2026) applied TAM to undergraduate students' experiences with computer-based testing and found that although students generally viewed computer-based testing as useful for fast grading and fair scoring, their attitudes remained mixed and were shaped by technical reliability, fairness concerns, and exam-related stress. This indicates that even at the tertiary level, the psychological dimension of digital assessment, particularly stress and anxiety, continues to influence how favorably a system is perceived, regardless of its technical benefits.

In the Indonesian context, several studies have investigated learners' perceptions of digital and application-based examination tools, although most have focused on university students rather than younger learners. Efendi and Syafryadin (2025) examined university students' perceptions of Exam Browser (Exambro) for English online assessment and reported neutral to positive perceptions, particularly regarding the tool's ability to prevent cheating and maintain test security. Similarly, Fegasanti and Priyatmojo (2020) explored senior high school students' perceptions of an android-based exam browser used for final examinations and found that students generally accepted the tool once they became familiar with its interface. At the junior high school level, Setiadi and Kurniadi (2025) investigated students' perceptions of an android-based application called e-Ujian for final examinations and reported a broadly positive reception, although some students still experienced confusion during their first encounter with the system. Sausan and Oktoviandry (2024) similarly found that university students enrolled in a general English course held positive perceptions of computer-based testing for summative assessment, citing convenience and time efficiency as major benefits. While these studies collectively demonstrate that secure browser-based and application-based assessment tools tend to be positively received, most of them emphasize usability and technical acceptance rather than

examining the underlying psychological experience, such as anxiety or emotional discomfort, especially among younger, junior high school learners who may have less prior exposure to formal digital examinations.

Language assessment itself carries a distinct psychological weight compared to assessment in other subjects, because it directly evaluates learners' communicative competence under time pressure. Brown (2004) defines language assessment as an ongoing process of gathering information about a learner's language ability, which inherently involves a degree of performance pressure that can be intensified or eased depending on the testing medium. When a new testing medium, such as a secure exam browser, is introduced into this already pressure-sensitive context, learners' emotional responses become an important variable to understand, not merely a side effect to be managed. Spielberger and Reheiser (2009) describe test anxiety as a situational form of anxiety triggered by the anticipation of being evaluated, and they argue that the testing environment itself, including the tools and procedures used, can either heighten or dampen this anxiety. This perspective reinforces the rationale for treating anxiety as one of the central internal factors examined in this study, alongside interest, perceived usefulness, perceived ease of use, and attitude toward technology, rather than treating it as an isolated technical complaint.

As part of the preliminary classroom observation for this study, informal discussion with a tenth-grade student who had previously used the Exam Browser Client (EBC) during an English end-of-semester examination indicated that the application offered a relatively simple interface and provided a secure testing environment, which motivated the researcher to examine this phenomenon more systematically among junior high school learners, a population that has received comparatively little attention in the existing literature on digital assessment tools.

The psychological dimension of digital assessment is particularly important to examine because anxiety has consistently been shown to influence how students experience computer-based testing. In a quasi-experimental study comparing computer-based and paper-based tests among students with no prior computer-based testing experience, Kolagari et al. (2018) found that the computer-based testing group reported a higher incidence of elevated test anxiety than the paper-based testing group, even though the difference did not reach statistical significance. Their study underlines that students unfamiliar with a digital testing platform are more likely to experience heightened anxiety when confronted with a secure exam system for the first time, reinforcing the need to examine how junior high school students, who are still developing both their English proficiency and their digital literacy, psychologically respond to tools such as the Exam Browser Client.Beyond the specific context of examinations, prior research published in the Wiralodra English Journal (WEJ) has also

highlighted that junior and senior high school students tend to respond positively to digital tools when the tools are perceived as easy, efficient, and useful. Janwarini et al. (2023), in a study published in WEJ, investigated senior high school students' perceptions of using an e-portfolio in the creation of descriptive text and found that students perceived the e-portfolio as easy, efficient, and useful, and that it had a positive impact on their writing performance.

Although their study focused on a formative writing task rather than a summative, secure examination tool, its findings resonate with the constructs of perceived usefulness and perceived ease of use central to the present study, suggesting that Indonesian secondary school students in general tend to respond favorably to well-designed digital tools once those tools are introduced with adequate guidance.

Taken together, the reviewed literature indicates three important gaps that this study seeks to address. First, although digital assessment tools such as secure exam browsers are increasingly used in Indonesian schools, most existing studies on students' perceptions of these tools have been conducted with university students rather than junior high school learners, whose psychological and digital readiness may differ considerably. Second, while previous research has applied the Technology Acceptance Model to explain the adoption of computer-based testing, few studies have examined how psychological factors, particularly anxiety, interact with perceived usefulness, perceived ease of use, and attitude toward technology among younger EFL learners specifically within the context of English summative assessment. Third, most studies have relied primarily on quantitative measures of acceptance without exploring, in depth, students' subjective, lived experiences of using a secure exam browser during a high-stakes English test.This study aims to address these gaps by exploring the internal psychological perceptions of junior high school students regarding the use of the

Exam Browser Client during English summative assessments. While previous research has largely focused on technical performance, system functionality, or institutional readiness, this study highlights students' subjective experiences by examining five internal factors: student interest, anxiety, perceived usefulness, perceived ease of use, and attitude toward technology. By exploring these perceptions qualitatively through both questionnaires and semi-structured interviews, this research aims to provide educators and policymakers with a deeper understanding of how digital assessment tools impact student wellbeing and performance. It also seeks to generate practical recommendations for improving the implementation of exam platforms in a way that supports both security and student-centered learning.

Based on this aim, the study addresses the following research questions: (1) How do junior high school students perceive the Exam Browser Client in terms of interest, perceived usefulness, perceived ease of use, anxiety, and attitude toward technology during English summative assessments? (2) What experiences and reasons, as revealed through student and teacher interviews, underlie these psychological perceptions?

The significance of this study can be outlined in three areas. Theoretically, this study contributes to the growing body of literature on technology acceptance in language assessment by extending the application of the Technology Acceptance Model to a younger, junior high school population within an English-as-a-foreign-language context, an area that remains comparatively underexplored compared to university-level studies such as those by Efendi and Syafryadin (2025) and Zakariya et al. (2026). Practically, the findings are expected to provide English teachers and school administrators with insights into how to prepare

junior high school students, both technically and emotionally, before introducing secure digital examination tools, echoing the recommendation by Walker and Handley (2016) that learners need structured opportunities to practice with a testing platform before encountering it in a high-stakes setting. Pedagogically, the study offers guidance for educational technology developers and curriculum designers on how to design and implement digital assessment systems that minimize student anxiety while maximizing perceived usefulness and ease of use, particularly for learners who are still developing both their English proficiency and their digital competence.

RESEARCH METHOD

Research Design

This study is grounded in the observation that, although the Exam Browser Client is designed to ensure a secure and fair testing environment, its use may unintentionally lead to student anxiety, discomfort, or technical difficulties, particularly among junior high school students during English summative assessments. To explore this phenomenon in depth, this study employed a descriptive qualitative case study design following Sugiyono (2016), who explains that a qualitative case study allows researchers to obtain a rich, contextualized understanding of a social phenomenon as it is experienced by participants in a natural setting. This design was considered appropriate because the study sought to explore students' subjective psychological experiences rather than to test a predetermined hypothesis.

This research is limited to exploring the internal psychological perceptions of junior high school students regarding the use of the Exam Browser Client during English summative assessments. It specifically focuses on five internal factors: anxiety, interest, perceived usefulness, perceived ease of use, and attitude toward technology. The study does not examine external elements such as school infrastructure, institutional policy, or technical facilities.

Participants

The participants of this study were junior high school students at one school in Cirebon, West Java, who had experienced using the Exam Browser Client during an English summative assessment. The 33 questionnaire respondents, drawn from grades 7 to 9, comprised all students at the school who had used EBC for that assessment and were available and willing to respond, so as to capture as complete a picture as possible of these students' perceptions. For the qualitative data, 12 students were selected for the semi-structured interviews, consisting of 4 students from each grade level (7, 8, and 9). The selection was made based on questionnaire responses and participant availability. The number of interviewees was determined using the principle of data saturation, which suggests that a sample of around 9 to 12 participants is often sufficient to reach meaningful themes in a homogenous, narrowly-scoped qualitative study (Hennink & Kaiser, 2022). In addition, one English teacher who had supervised the

implementation of the Exam Browser Client was interviewed to provide a complementary, instructor-level perspective.

Instruments and Data Collection

Data were collected using two instruments: a closed-ended questionnaire and a semi-structured interview guide. The questionnaire consisted of 35 statements distributed across five aspects, namely student interest, perceived usefulness, perceived ease of use, student anxiety, and student technology attitude, each measured using a five-point Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA). The semi-structured interviews were conducted with 12 students and one English teacher to obtain a deeper, qualitative account of their experiences. Ruslin et al. (2022) note that semi-structured interviews are particularly suitable for educational research because they combine a predetermined set of guiding questions with the flexibility to probe participants' responses further, allowing richer and more nuanced data to emerge than a fully structured interview would permit.

Data Analysis

The questionnaire data were analyzed descriptively by calculating the frequency and percentage of responses for each statement across the five Likert-scale categories. The interview data were analyzed qualitatively through data condensation, categorization into the five internal factors under investigation, and interpretation in relation to the questionnaire findings. To strengthen the credibility of the findings, this study drew on three complementary data sources, namely the student questionnaire, the student interviews, and the teacher interview, which together allowed for data triangulation. McLeod (2024) explains that triangulation, or the use of multiple data sources or methods to examine the same phenomenon, helps researchers cross-check findings and reduce the likelihood that the results are an artifact of a single data collection method.

FINDING AND DISCUSSION

This section presents the findings from the questionnaire distributed to 33 students, complemented by semi-structured interviews with 12 students and one English teacher. The questionnaire consisted of 35 statements categorized into five aspects: student interest, perceived usefulness, perceived ease of use, student anxiety, and student technology attitude, each measured using a five-point Likert scale: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). For each aspect, the questionnaire results are presented first, followed by supporting interview excerpts from students and the teacher. The first aspect, student interest, is presented in Table 1 below.

Students Interest

Table 1. Student Interest in Using Exam Browser Client

No.	Statement	SD	D	N	A	SA
1.	Using Exam Browser Client during English exams helped me answer questions more quickly compared to paper based exams.	0	1	2	**26**	4
2.	The use of Exam Browser Client helped me take English exams easily.	0	2	1	**22**	8
3.	I think using Exam Browser Client in English summative assessments is a good idea.	0	2	1	**24**	6
4.	Using Exam Browser Client in English exams was a wise choice.	0	2	2	**23**	6
5.	I liked the idea of using Exam Browser Client during English summative assessments.	0	1	2	**25**	5
6.	The use of Exam Browser Client was pleasant during English exams.	0	1	3	**22**	7
7.	The Exam Browser Client provided an engaging and interesting exam environment for English assessments.	0	1	6	**22**	4
8.	I found it enjoyable to use Exam Browser Client during English exams.	1	1	1	**28**	2
9.	In general, I have a positive impression of using Exam Browser Client in English summative assessments.	0	1	2	**23**	7
10.	I am interested in using Exam Browser Client for future English exams.	1	1	5	**25**	1

A large majority of students expressed positive responses across all statements in this category. Most agreed that EBC helped them answer questions more quickly than paper-based exams (79%) and made the exam easier to take (67%). A similar proportion considered EBC a good idea (73%) and a wise choice (70%), while most liked the idea of using it (76%) and found the overall experience pleasant (67%) and engaging (67%). The highest agreement was seen for enjoyment, with 89% of students finding EBC enjoyable to use, and most reported a generally positive impression (70%) and interest in using EBC again in future assessments (76%).

Overall, these results demonstrate that the majority of students showed a positive perception and high interest towards the use of Exam Browser Client in English summative assessments.

The interviews corroborated this, with students similarly describing the exam as more enjoyable and engaging than traditional paper-based tests.

One 7th-grade student (S1) stated:

> *"I really enjoyed using Exam Browser Client, Miss. The appearance is more modern, and it's fun. It doesn't feel boring like regular exams."*

A 9th-grade student (S10) added:

> "*Honestly, I can focus more during the test because with Exam Browser Client, I can't open any other apps, so it helps me concentrate*."

The English teacher (T1) confirmed:

> *"I observed that students are more enthusiastic, especially because the Exam Browser Client system looks more modern and professional*."

Perceived Usefulness

The second aspect investigated students' perceptions of the usefulness of Exam Browser Client during English summative assessments. The results are illustrated in Table 2 below:

Table 2. Perceived Usefulness of Exam Browser Client

No.	Statement	**SD**	**D**	**N**	**A**	**SA**
11.	Using Exam Browser Client improved my performance during English summative assessments.	0	3	5	**23**	2
12.	Using Exam Browser Client helped me be more effective in taking English exams.	0	2	3	**24**	4
13.	I wish I could use Exam Browser Client for other English exams too.	0	2	4	**24**	3

The Agree category consistently received the highest percentage across all statements, ranging from 70% to 73%, with an additional 6% to 12% strongly agreeing. Specifically, 70% of students agreed (and 6% strongly agreed) that EBC improved their exam performance, while 73% agreed and 12% strongly agreed that it helped them be more effective during exams. Regarding future use, 73% agreed and 9% strongly agreed that they wished to use EBC for other English exams. Negative responses were minimal, with Disagree responses ranging from 6% to 9%, Strongly Disagree at 0% across all statements, and Neutral responses ranging from 9% to 15%.

The interviews echoed this, with most students likewise describing EBC as useful for completing exams more quickly.

A 7th-grade student (S3) explained:

"*It's much easier with Exam Browser Client, Miss. We don't have to waste time writing. I can just focus on the questions*."

A 9th-grade student (S11) said:

"*I think Exam Browser Client is fairer because there's no way to cheat, since our phones are locked in the app*."

The teacher (T1) stated:

"*It's very helpful for teachers too. It saves time and makes the assessment process more efficient and transparent*."

Perceived Ease of Use

The third aspect measured students' perceptions of how easy it was to use the Exam Browser Client. The results are shown in Table 3 below:

Table 3. Perceived Ease of Use of Exam Browser Client

No.	**Statement**	**SD**	**D**	**N**	**A**	**SA**
14.	I found the Exam Browser Client (EBC) useful for taking English exams.	0	0	5	**26**	2
15.	I think the Exam Browser Client (EBC)	0	6	2	**19**	5

	was useful in all exams.					
16.	Learning to use the Exam Browser Client (EBC) was hard for me during English exams.	4	19	2	**8**	0
17.	My interaction with the Exam Browser Client (EBC) during English exams was clear and understandable.	0	7	1	**24**	1
18.	Using Exam Browser Client (EBC) during English exams did not make me think too hard.	0	7	2	**21**	3
19.	I found the Exam Browser Client (EBC) easy to use during English exams.	0	5	2	**25**	1
20.	It was easy to move between questions using Exam Browser Client during English exams.	0	4	3	**20**	6
21.	I felt comfortable using Exam Browser Client by myself during English exams.	0	4	2	**21**	6
22.	I was able to use Exam Browser Client during English exams even without anyone showing me how.	0	15	0	**17**	1
23.	I was confident that I could use Exam Browser Client well during English exams.	0	2	3	**22**	6
24.	I was confident I could use Exam Browser Client during English exams even if I had never used it before.	0	14	1	**17**	1
25.	I could use Exam Browser Client during English exams after someone showed me how to use it.	0	0	2	**11**	8

The data above show varied student perceptions regarding the ease of use of EBC. For most statements, especially those related to practical operation, the highest percentage of responses fell under Agree and Strongly Agree: 79% of students agreed that EBC was useful for taking English exams (Statement 14), 76% found it easy to use (Statement 19), and 67% to 73% agreed or strongly agreed that their interaction with EBC was clear and that they felt confident and had no difficulty using it. Some statements, however, indicated challenges: 58% of students agreed that learning to use EBC was difficult (Statement 16), reflecting initial learning challenges, and statements about using EBC without assistance (Statements 22 and 24) showed relatively high Disagree responses (45% and 42%), indicating that many students still preferred guidance when using EBC independently. In the interviews, students in grades 8 and 9 likewise reported that EBC was easy to operate after brief instructions.

A 7th-grade student (S2) shared:

> "*At first, I was a bit confused, but after the teacher explained it, it became really easy*."

A 9th-grade student (S9) mentioned:

> "*It was easy for me to understand even the first time. Just scan the QR code, log in, and do the test."*

The English teacher (T1) explained:

> "*After practice sessions, even the younger students got used to it quickly. Grade 9 students adapted the fastest*."

Students Anxiety

The fourth aspect focused on students' anxiety when using the Exam Browser Client during English summative assessments. The detailed results are shown in Table 4 below:

Table 4. Student Anxiety in Using Exam Browser Client

No.	Statement	SD	D	N	A	SA
26.	Exam Browser Client was somewhat intimidating to me.	0	15	0	**16**	2
27.	I was worried about making mistakes that I could not correct during English exams using Exam Browser Client.	1	9	2	**20**	1
28.	I felt anxious when using Exam Browser Client for English exams.	1	10	0	21	1
29.	Using Exam Browser Client during English exams made me feel nervous.	1	10	1	**19**	2

The data indicate mixed responses from students regarding their anxiety when using the Exam Browser Client (EBC) during English summative assessments. For statement number 26, 49% of students agreed and 6% strongly agreed that Exam Browser Client was intimidating, while 45% disagreed. In statement number 27, a majority of 61% agreed, and 3% strongly agreed that they were worried about making uncorrectable mistakes, though 30% disagreed or strongly disagreed. Similarly, in statement number 28, 64% agreed and 3% strongly agreed they felt anxious during exams, while 33% disagreed. Statement number 29 showed 58% agreed and 6% strongly agreed to feeling nervous, while 33% disagreed. Neutral responses were low across all statements, suggesting students tended to have clear positive or negative opinions rather than being undecided. This was reflected in the interviews too, where some students reported anxiety mainly due to technical concerns such as network problems.

A 7th-grade student (S4) stated:

> "*I was afraid my phone would freeze or the app would close on its own, Miss."*

A 9th-grade student (S12) explained:

> "*I was nervous at the beginning, but after using it a few times, it felt normal."*

The teacher (T1) confirmed:

> "*That anxiety was normal. Students became more confident after practicing with Exam Browser Client before the real test*."

Attitude Toward Technology

The final aspect examined students' attitudes toward using technology applications during exams. The detailed results are presented in Table 5 below:

Table 5. Student Attitude Toward Technology

No.	Statement	SD	D	N	A	SA
30.	The use of Exam Browser Client in English exams represents positive progress in digital assessment.	0	4	1	**23**	5

31.	Exam Browser Client has made English summative assessments more practical and efficient.	0	0	2	**26**	5
32.	Digital exams using Exam Browser Client offer new opportunities for more secure and effective assessment processes.	0	1	2	**25**	4
33.	The use of Exam Browser Client in English exams contributes positively to the learning environment.	0	0	3	**25**	5
34.	The use of Exam Browser Client in English exams helps students experience easier and more enjoyable exams.	0	2	4	**20**	7
35.	Taking English exams using Exam Browser Client is an enjoyable experience.	0	3	1	**26**	3

This section summarizes students' perceptions regarding the use of technology applications during English summative assessments using the Exam Browser Client (EBC).

From the table above, it can be seen that the majority of students showed positive attitudes across all statements. The agree category consistently obtained the highest proportion of responses, ranging from 61% to 79%, while strongly agree responses also appeared significantly, especially in statements number 34 and 35.

For statement number 30, 85% agreed or strongly agreed that Exam Browser Client represents positive progress in digital assessment. Statement number 31 showed 94% agreed or strongly agreed that Exam Browser Client made exams more practical and efficient. Statement number 32 revealed 88% agreed or strongly agreed that digital exams using Exam Browser Client provide secure and effective assessments. In statement number 33, 91% agreed or strongly agreed that Exam Browser Client contributes positively to the learning environment. Statement number 34 showed 82% positive responses about Exam Browser Client making exams easier and more enjoyable. Statement number 35 confirmed 88% of students agreed or strongly agreed that using Exam Browser Client creates an enjoyable exam experience. Negative responses (*Disagree*) ranged between zero and nine percent, while neutral responses were generally low, indicating that most students had clear positive opinions.

The interviews reinforced this, with almost all students expressing a positive attitude toward using technology, feeling it improved their digital literacy.

A 7th-grade student (S1) stated:

> *"I feel like I'm more advanced now, Miss. I'm no longer left behind in technology*."

A 9th-grade student (S9) said:

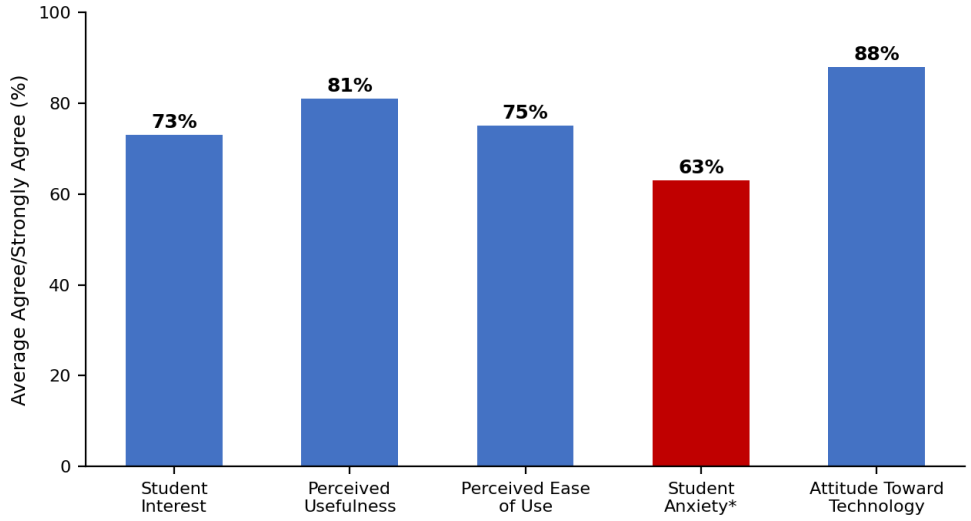
> *"This kind of exam will be more common in the future, so it's good we get used to it now*."

The teacher (T1) concluded:

"*Students appear more confident after using Exam Browser Client. They are more prepared for digital learning environments*."

To provide a visual summary across all five aspects rather than repeating the statement-level figures already presented in Tables 1 to 5, Figure 1 below shows the average percentage of positive (Agree or Strongly Agree) responses for each aspect, calculated from the statements belonging to that aspect.

Figure 1. Average Percentage of Positive (Agree/Strongly Agree) Responses per Aspect



**For Student Anxiety, the bar represents the average percentage of students agreeing with the anxiety-related statements (a higher value indicates more students reporting anxiety), calculated from the percentages reported for statements 26-29 above.*

This study aimed to explore junior high school students' internal psychological perceptions, namely interest, perceived usefulness, perceived ease of use, anxiety, and attitude toward technology, when using the Exam Browser Client (EBC) during English summative assessments. Overall, the findings indicate that most students held favorable perceptions of EBC: they reported high interest, perceived it as useful and relatively easy to use, and expressed positive attitudes toward digital assessment technology. At the same time, a notable proportion of students, particularly in grade 7, reported anxiety related mainly to technical concerns rather than to the English test content itself. These findings contribute to a still-limited body of research on junior high school learners' psychological experiences with secure digital examination tools, complementing prior studies that have focused primarily on university-level populations. It should be noted that the participants in this study were limited to 33 students for the questionnaire and 12 students for the interviews at a single school, which may limit the generalizability of these findings to other contexts. By extending the Technology Acceptance Model to a younger, junior-high-school EFL population,

this study also offers an initial theoretical bridge between technology acceptance research and language assessment literature.

Students Interest

Students in this study showed a high level of interest in using EBC, reporting that the exam felt more enjoyable, engaging, and less monotonous than traditional paper-based tests. Andrade and Heritage (2017) argue that learner engagement and interest are critical psychological factors supporting both formative and summative assessment processes, a claim these findings support. A similar pattern was reported by Setiadi and Kurniadi (2025) among junior high school students using an android-based examination application, who likewise appreciated its efficiency and convenience; in both cases, a positive first experience with a digital assessment tool appeared to strengthen students' interest and willingness to use it again. Compared with Setiadi and Kurniadi's (2025) study, however, the present findings additionally suggest that novelty and modern presentation, rather than efficiency alone, played an important role in raising junior high school students' enthusiasm, as reflected in interview responses describing EBC as “modern” and “not boring.”

Perceived Usefulness

Most students perceived EBC as useful for completing their English exams more quickly and effectively. Davis (1989) defines perceived usefulness as the degree to which a person believes that using a system enhances their performance, a definition that closely matches students' accounts of finishing questions faster and feeling more confident while using EBC. This finding corresponds with Efendi and Syafryadin (2025), who reported neutral to positive perceptions of Exam Browser (Exambro) among university students, particularly regarding its ability to prevent cheating and maintain test security. Unlike Efendi and Syafryadin's (2025) university context, the present study extends this understanding to junior high school students, suggesting that the perceived usefulness of secure browser-based testing tools is not limited to older, more digitally experienced learners but can also be recognized by younger EFL learners.

Perceived Ease of Use

The majority of students, particularly in grades 8 and 9, found EBC easy to operate after receiving brief instructions, while grade 7 students needed slightly more guidance before becoming comfortable with the system. This pattern is consistent with Davis (1989), who identified perceived ease of use as a key factor in technology acceptance, and with Aparicio-Flores et al. (2025), who found that a greater perceived ease of use is associated with reduced cognitive burden, allowing users to focus more attention on the primary task rather than on operating the technology itself. The grade-level difference observed in this study suggests that prior digital exposure, rather than age alone, may explain why older students adapted more quickly, highlighting the importance of user-friendly

design and structured orientation, especially for younger or less digitally experienced students.

Students Anxiety

Anxiety was the aspect that produced the most mixed responses, with a majority of students agreeing that they felt some level of worry, mainly related to technical issues such as network instability or application crashes rather than to the English content itself. This is consistent with Spielberger and Reheiser's (2009) concept of situational test anxiety, which is triggered by the anticipation of evaluation and shaped by the testing environment itself. It also aligns with Fadly et al. (2024), who found that familiarity reduces CBT-related anxiety, and with Walker and Handley (2016), who argue that structured practice helps students adapt their test-taking strategies to a digital assessment environment. This finding contrasts somewhat with Kolagari et al. (2018), who reported a higher incidence of elevated test anxiety among computer-based-testing takers with no prior experience compared to a paper-based group; in the present study, anxiety appeared to decrease with repeated exposure, as several students reported feeling calmer after using EBC more than once, suggesting that the anxiety observed here may be more closely tied to unfamiliarity with this specific tool than to computer-based testing in general.

Attitude Toward Technology

Students generally expressed positive attitudes toward using technology for exams, associating EBC with improved digital literacy and better preparation for future digital assessments. Aparicio-Flores et al. (2025) found that a more favorable perceived ease of use of a technological tool is associated with a more positive overall attitude toward that technology, a pattern reflected here in students who found EBC easy to use also expressing more enthusiasm toward it. This also complements Balash et al. (2023), who highlighted educators' concerns about balancing technology use with privacy and trust, underscoring the importance of actively supporting students rather than assuming positive attitudes will develop automatically. The relatively small, single-school participant group in this study may have allowed for more direct teacher encouragement than would be possible in a larger or more diverse setting, which may have influenced attitudes more strongly than the technology itself.

Taken together, these findings suggest that while EBC was generally well received by junior high school students in terms of interest, usefulness, ease of use, and attitude toward technology, anxiety related to technical reliability remains an area requiring attention before wider implementation. Future research involving larger and more diverse samples across multiple schools would help clarify how much of these perceptions generalize beyond the present single-school context.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings of this study regarding junior high school students' perceptions of using the Exam Browser Client (EBC) in English summative assessments, students generally responded positively across the five internal factors examined. They showed high interest and largely positive attitudes toward EBC, perceived it as useful and relatively easy to use once given brief instruction, and the supervising teacher likewise viewed it as an effective tool for supporting academic integrity. Anxiety emerged as the main area of concern: several students reported worry about technical disruptions such as application crashes or unstable connections, though this concern tended to ease with repeated exposure to the tool.

Although this study provides initial positive insights into the use of EBC among junior high school students, its scope was limited to 33 questionnaire respondents and 12 interviewees at a single school, so these findings should be read as a context-specific account rather than a generalizable pattern. They nonetheless suggest that psychological factors, particularly anxiety linked to technical reliability, deserve consideration alongside technical functionality when digital assessment tools such as EBC are introduced to younger EFL learners.

Suggestion

For future researchers, it is recommended to expand the scope of research to include multiple schools with diverse backgrounds and to take into account external factors in the implementation of technology-based examinations. Since anxiety related to technical disruptions was a recurring concern among students, schools and teachers should provide a structured orientation or short practice session with EBC before its use in official examinations, so that students are prepared not only technically but also emotionally, and so that this anxiety can ease before the high-stakes test itself rather than during it. For educational technology developers, it is essential to continuously evaluate and improve the application's stability and features, particularly its reliability under unstable network conditions, to better meet the needs of school-aged users in terms of usability, comfort, and security.

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