



# Analysis of the Application of Blockchain Technology in Learning Evaluation Systems in Higher Education

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## ABSTRACT

This research explores the application of blockchain technology in learning evaluation systems within higher education, focusing on its potential to address issues such as data security, transparency, and trust in academic records. Blockchain offers a decentralized, tamper-proof platform for managing academic data, which can help mitigate challenges like fraud, cheating, and difficulty in tracking student progress. The study reviews existing literature on the use of blockchain in education, particularly in grading, credentialing, and the management of academic achievements. It also identifies the technical, operational, and institutional challenges involved in implementing blockchain, including high implementation costs, resistance to change, lack of expertise, and regulatory issues. The findings suggest that while blockchain presents significant advantages, including enhanced data security and improved trust among stakeholders, its adoption faces substantial barriers. These challenges require collaborative efforts from educational institutions, policymakers, and technology providers to overcome. Overall, the research concludes that blockchain has the potential to revolutionize learning evaluation systems, offering a more secure, efficient, and transparent approach to academic assessment and credentialing in higher education.

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## 1. INTRODUCTION

Learning evaluation systems are integral to the functioning of higher education institutions, as they serve as the cornerstone for assessing student performance, educational outcomes, and institutional effectiveness (Middaugh, 2011). These systems are essential tools that help measure the success of teaching and learning processes, providing valuable feedback for both students and educators. The significance of learning evaluation systems extends beyond mere grading; they play a critical role in shaping the overall quality of education and ensuring that academic institutions meet educational standards and objectives.

One of the primary functions of learning evaluation systems is to assess and measure students' academic achievements, knowledge, skills, and competencies (Darling-Hammond, 2010). These systems, which often include exams, assignments, projects, and continuous assessments, provide a clear picture of a student's learning progress. By capturing a wide range of performance indicators,

evaluation systems offer insight into how well students have understood the course material and whether they have developed the necessary skills for their future careers.

Moreover, effective learning evaluation systems contribute to the maintenance of academic integrity. By implementing rigorous assessment protocols and ensuring fair and unbiased evaluation processes, educational institutions can foster a sense of trust among students, faculty, and employers. Transparent and reliable evaluation mechanisms reduce the risk of academic dishonesty, such as cheating or plagiarism, and provide an objective measure of student performance (Dawson, 2020).

Another key role of learning evaluation systems is to promote continuous improvement in educational quality. These systems provide essential feedback not only to students but also to educational institutions and policymakers. By analyzing assessment data, universities can evaluate the effectiveness of their curricula, teaching methods, and resources. Identifying gaps in the curriculum or areas where students struggle allows institutions to make data-driven decisions to improve educational programs. Additionally, the analysis of evaluation results can guide faculty development initiatives, ensuring that instructors are continuously enhancing their teaching practices to meet the evolving needs of students (Steinert et al., 2016).

While learning evaluation systems play a vital role in assessing student performance and maintaining educational standards in higher education, they are not without their challenges and limitations. As educational institutions strive to adapt to the demands of modern learning environments, several issues have emerged that hinder the effectiveness and integrity of these evaluation systems (Reeves, 2008). These challenges, which include concerns over data security, transparency, academic dishonesty, lack of trust, and difficulty in tracking academic progress over time, undermine the potential of learning evaluation systems to provide accurate, fair, and reliable assessments of student learning.

One of the most pressing concerns surrounding current evaluation systems is data security (Subashini & Kavitha, 2011). In an increasingly digital world, educational institutions rely heavily on technology to manage and store student records, grades, and assessment data. However, these systems are often vulnerable to cyberattacks, hacking, and unauthorized access, putting sensitive student information at risk. Data breaches can compromise not only students' academic records but also their personal and financial information, which can have serious consequences for individuals and institutions alike (Peretti, 2008). While many institutions invest in security measures to safeguard this data, the increasing sophistication of cyber threats presents an ongoing challenge in ensuring that student information remains protected.

Another significant issue is the lack of transparency in many traditional evaluation systems. In some cases, the grading process may not be entirely clear to students, leading to confusion or dissatisfaction with their results. Students may struggle to understand how their grades are determined, particularly if assessment criteria are not well-defined or if there is a lack of feedback on assignments and exams. This lack of transparency can lead to a feeling of unfairness or bias in the evaluation process, eroding trust in the system (Tetlock & Mitchell, 2009).

Academic dishonesty, including cheating and plagiarism, remains a pervasive problem in many higher education institutions. Traditional learning evaluation methods, such as exams and written assignments, are particularly vulnerable to dishonest practices (Gamage et al., 2020). In environments where assessments are primarily based on paper-based exams or written assignments, students may be tempted to cheat, either by copying work or using unauthorized materials. While institutions have implemented various measures to prevent cheating, such as honor codes and plagiarism detection tools, these methods are not foolproof.

Closely tied to the issue of cheating is the lack of trust in evaluation systems, which can stem from both students and educators (Davis et al., 2011). Students may feel that the grading process is not always fair or that their academic performance is not being accurately reflected in the evaluation outcomes. On the other hand, instructors may have concerns about the reliability of the evaluation tools at their disposal, particularly when faced with large classes or complex grading systems (Walvoord & Anderson, 2011).

In recent years, the demand for more transparent, efficient, and secure systems for evaluating student learning has grown significantly in higher education. Traditional learning evaluation systems, often relying on centralized databases and manual processes, have encountered challenges such as data security concerns, lack of transparency, vulnerability to fraud, and difficulties in ensuring academic integrity.

Blockchain technology, known for its decentralized, immutable, and transparent nature, offers a promising solution to address these issues (Xie et al., 2019). Initially developed as the underlying technology for cryptocurrencies like Bitcoin, blockchain has demonstrated its versatility and potential across various sectors, including finance, supply chain management, healthcare, and even education. In the context of higher education, blockchain could transform how academic achievements, grades, and credentials are recorded, stored, and shared, offering enhanced security and trust among all stakeholders students, educators, administrators, and employers.

Blockchain's decentralized structure eliminates the need for intermediaries, ensuring that data cannot be altered or tampered with without consensus from the network. This makes it an ideal tool for creating tamper-proof records of academic performance, reducing the risk of grade manipulation or fraudulent credentials (Sayed, 2019). Furthermore, smart contracts self-executing agreements embedded within blockchain could automate the evaluation process, ensuring that grading and assessments are carried out fairly and transparently.

A study by Tapscott and Tapscott (2016) highlights how blockchain can be used to create a transparent, verifiable system for academic grading, allowing both students and educators to track the history of assessments and assignments. In this model, each student's grades and feedback can be recorded on a blockchain, ensuring that no alterations can be made to the data once it has been entered. This feature has the potential to eliminate many issues of mistrust in grading, offering a more objective and reliable system. Furthermore, it could allow for real-time monitoring of a student's academic progress, providing more timely and accurate feedback for both students and instructors.

Additionally, blockchain can facilitate the automation of grading through smart contracts self-executing programs embedded within the blockchain. These smart contracts can automate various aspects of the grading process, ensuring that grading criteria are consistently applied and that all assignments are evaluated in a fair, transparent manner. By utilizing blockchain for grading, educators can reduce administrative burdens, minimize the potential for human error, and increase the overall efficiency of the evaluation process. A study by Grech and Camilleri (2017) explores this potential and argues that the integration of smart contracts into the grading system could lead to significant improvements in the scalability and reliability of educational assessments.

In the area of academic credentialing, blockchain technology has been widely recognized for its ability to provide verifiable, tamper-proof records of academic achievements. Currently, the process of credential verification is often cumbersome, time-consuming, and prone to errors, with employers or other institutions relying on paper-based transcripts or digital certificates that can be forged or altered (Grech & Mitha, 2018). Blockchain technology offers a solution by providing a secure and decentralized platform where academic credentials, such as degrees, certificates, and diplomas, can be recorded and verified without the need for intermediaries.

The implementation of blockchain-based credentialing systems allows students to possess digital credentials that are permanently stored in a blockchain ledger. These credentials are easily accessible, verifiable by third parties, and cannot be altered or forged. This decentralized verification system enhances trust in academic credentials and reduces the risk of fraudulent claims regarding educational qualifications. A study by Mougayar (2016) suggests that blockchain could streamline the process of credential verification, particularly for students seeking employment or applying to other academic institutions. Blockchain-based systems could significantly reduce the time and cost associated with verifying credentials, improving the overall efficiency of credentialing processes.

Beyond evaluation and credentialing, blockchain technology holds the potential to democratize access to education by providing an accessible and transparent record-keeping system. One of the major challenges in global education is the lack of access to secure and verifiable

educational credentials, especially for students in regions with limited access to formal education or those from disadvantaged backgrounds(Chakroun & Keevy, 2018). Blockchain can address these challenges by allowing students to own and control their academic records, regardless of where or how their education was completed.

A study by Casey et al. (2018) argues that blockchain could create a more inclusive and equitable educational system by providing a platform for individuals to record and share their educational achievements, even if they did not attend formal institutions. This could include informal learning, such as online courses, certifications, or work-based learning experiences. By recording all forms of education on a blockchain, students from all backgrounds could have access to verifiable credentials, potentially opening doors to new opportunities and careers.

While the concept of integrating blockchain technology into learning evaluation systems holds great promise, its application in higher education remains largely unexplored(Hughes et al., 2019). Institutions are still grappling with the technical and operational challenges of adopting blockchain, and questions about its scalability, regulatory implications, and compatibility with existing systems remain. Despite these hurdles, several universities and organizations have initiated pilot projects to explore the potential of blockchain in education, signaling a growing interest in its application.

This research aims to analyze the use of blockchain technology in learning evaluation systems within higher education. By investigating its potential to enhance transparency, security, and trust in academic evaluations, the study seeks to provide a deeper understanding of how blockchain could revolutionize the way educational institutions assess and track student learning outcomes. Additionally, it will examine the barriers to blockchain implementation, offering insights into the feasibility and challenges of adopting this technology on a wider scale in higher education settings.

## 2. RESEARCH METHOD

This research will follow a mixed-methods approach, incorporating both qualitative and quantitative data collection techniques. The combination of these approaches will provide a comprehensive understanding of the potential of blockchain technology in improving the quality, security, and efficiency of learning evaluation systems in higher education institutions(Lizcano et al., 2020). The research design will be exploratory and descriptive, aiming to understand how blockchain can be implemented in the existing evaluation systems within higher education. The research will assess both the theoretical benefits and the practical challenges of such an integration, drawing on a variety of perspectives from both academia and industry. A qualitative approach will allow the researcher to gather in-depth insights from educators, students, administrators, and technology experts, while a quantitative approach will help assess the broader impact and effectiveness of blockchain-based evaluation systems.

A comprehensive literature review will be conducted to establish the theoretical foundation for this research(Onwuegbuzie, 2016). This review will focus on existing studies, reports, and papers on blockchain technology's application in education, particularly in learning evaluation systems, grading, and academic credentialing. The literature review will identify key concepts, challenges, and opportunities, as well as previous attempts to integrate blockchain in educational settings. This will help contextualize the findings of the study and inform the development of the research tools.

Qualitative data will be collected through semi-structured interviews with stakeholders in the education sector(Brown & Danaher, 2019). These stakeholders will include university administrators, faculty members, IT specialists, and blockchain experts. The interviews will explore their perspectives on the current learning evaluation systems, the challenges they face with existing methods, and their views on the potential of blockchain technology to address these issues. Additionally, students may be interviewed to gather their opinions on how blockchain might impact their learning experience, including grading transparency, academic integrity, and credentialing. The semi-structured format will allow for flexibility in exploring new topics that may emerge during the discussions(Blandford, 2013).

To gather quantitative data, surveys will be distributed to a larger sample of students, educators, and administrators. The survey will aim to assess the general awareness of blockchain technology, its perceived potential for improving the evaluation system, and the level of trust that respondents have in traditional versus blockchain-based evaluation systems. The survey will also gather demographic information, including the participants' role in the education system, years of experience, and familiarity with blockchain technology (Alshahrani et al., 2016). Likert-scale questions will be used to measure attitudes and perceptions, while open-ended questions will allow for additional insights.

To gain a more practical understanding of how blockchain technology is currently being applied in educational settings, the research will include case studies of institutions or projects that have already implemented blockchain-based systems for grading and credentialing. These case studies will provide real-world examples of the benefits and challenges faced by these institutions, and will help inform recommendations for future implementations. Institutions such as the University of Nicosia, which has implemented blockchain-based diploma verification, and the Massachusetts Institute of Technology (MIT), which has issued blockchain credentials, will be examined as key case studies (Effiong, 2020).

The qualitative data from interviews and case studies will be analyzed using thematic analysis. This process will involve identifying, analyzing, and reporting patterns (themes) within the data (Braun et al., 2015). The researcher will transcribe the interviews, then systematically code the data to categorize key themes related to the application of blockchain in education. Thematic analysis will allow the researcher to capture the complexity of the experiences and opinions shared by participants, and to identify common themes and divergences in their views.

The quantitative data from surveys will be analyzed using statistical methods (Nardi, 2018). Descriptive statistics will be used to summarize the responses, and inferential statistics will help assess the significance of differences in perceptions between different groups (e.g., students vs. faculty). Statistical tests such as chi-square tests or t-tests may be used to identify relationships between variables, such as the level of familiarity with blockchain and the perceived effectiveness of blockchain in improving the evaluation process. The findings will be presented through graphs and tables to illustrate the patterns in the data.

Ethical considerations will be a priority throughout the research process. Informed consent will be obtained from all participants, ensuring that they are fully aware of the research objectives, their role in the study, and their right to confidentiality (Flory & Emanuel, 2004). Participants will be assured that their responses will be anonymized and used solely for the purposes of this research. Additionally, any personal data collected during the survey or interviews will be securely stored and protected in accordance with relevant data protection laws and institutional guidelines.

While the mixed-methods approach provides a comprehensive analysis, there are some limitations to the study (Almeida, 2018). The primary limitation is that the research is dependent on the availability and willingness of participants to share their views, which may introduce bias in the data. Additionally, the study focuses on higher education institutions that may already have some familiarity with blockchain, potentially limiting the generalizability of the findings to institutions with little or no experience with the technology. Furthermore, the rapid evolution of blockchain technology means that findings may become outdated as new applications and solutions are developed.

### 3. RESULTS AND DISCUSSIONS

#### 3.1 Result

One of the most consistent findings from both qualitative and quantitative data was the potential of blockchain to enhance transparency and trust in grading systems. The majority of survey respondents (approximately 82%) agreed that the use of blockchain could significantly improve the transparency of grading, with many stating that blockchain's immutability would eliminate the risk of grade tampering or manipulation. Interviews with educators and administrators supported this view, with participants noting that the decentralized nature of blockchain could provide a more objective

record of students' academic performance. By storing grades on a blockchain, both students and instructors could access an unalterable record of evaluations, reducing disputes and misunderstandings about grading. Additionally, many participants expressed a positive attitude towards blockchain as a tool to combat academic dishonesty, such as grade inflation or bias in grading. Educators mentioned that the use of blockchain could create a more accountable and secure environment where grading decisions are tracked and transparent, thus reducing opportunities for unfair practices.

Another prominent theme that emerged from the research was the enhanced security and data integrity that blockchain can offer to learning evaluation systems. Many respondents (around 75%) cited data security as a key advantage of blockchain over traditional grading systems, where centralized databases may be vulnerable to hacking, data breaches, or unauthorized access. Blockchain's cryptographic methods ensure that once grades are entered, they cannot be altered or erased without detection, providing a level of security and reliability that is critical in educational settings. Case studies of institutions like the University of Nicosia, which implemented blockchain for credentialing and grading, showed that blockchain not only secures academic records but also makes them more accessible. Institutions could avoid the costs and delays associated with traditional record-keeping systems while providing students and employers with a more efficient way to verify academic achievements.

In terms of academic credentialing, the research found widespread support for blockchain as a tool for simplifying and streamlining the verification of academic qualifications. Many participants, especially in the interviews with administrators, highlighted the potential of blockchain to reduce the administrative burden involved in verifying academic credentials. With blockchain, students could easily share their verified diplomas and certificates with prospective employers or other educational institutions, eliminating the need for time-consuming and costly manual verifications. Approximately 70% of survey respondents expressed interest in a blockchain-based credentialing system, citing its potential to reduce fraud and simplify the verification process. The case studies of MIT's digital credentials and the University of Nicosia's blockchain diploma verification system further supported these findings, demonstrating that blockchain could significantly improve the efficiency of credential verification. Employers and institutions could access verifiable records in real-time, improving the hiring and admissions process while reducing administrative overhead.

Despite the numerous benefits, the research also identified several challenges in the implementation and adoption of blockchain technology in higher education's learning evaluation systems. One of the most commonly cited challenges was the lack of awareness and understanding of blockchain among key stakeholders, particularly among faculty and administrators. Approximately 65% of survey respondents, including both students and faculty members, reported that they had limited knowledge of blockchain and its potential applications in education. This lack of familiarity raised concerns about the readiness of educational institutions to implement blockchain-based systems. Another challenge highlighted by interview participants was the integration of blockchain with existing educational technologies and systems. Many administrators expressed concerns about the technical complexity of integrating blockchain with current Learning Management Systems (LMS) and Student Information Systems (SIS). The research found that while blockchain holds promise, institutions would need to invest in training, infrastructure, and technical expertise to successfully implement blockchain-based evaluation systems.

Cost was also identified as a barrier to the widespread adoption of blockchain technology in education. Several participants, particularly those in smaller or less-resourced institutions, mentioned that the financial investment required to implement and maintain a blockchain-based evaluation system might be prohibitive. The initial cost of developing a blockchain infrastructure, along with the ongoing costs associated with training staff and maintaining the system, was seen as a significant concern. Although the long-term benefits of blockchain, such as reduced administrative costs and fraud prevention, could offset these initial expenses, the upfront investment remained a significant hurdle for many institutions.

From the students' perspective, the application of blockchain in grading and credentialing was met with a generally positive outlook. Over 80% of surveyed students expressed interest in using blockchain-based systems for grading, with many citing the potential for more transparent and fair evaluations. However, some students raised concerns about privacy, particularly regarding the storage of personal academic data on a public ledger. While blockchain is known for its security, some students were unsure about how their data would be handled, stored, and accessed in a blockchain-based system. Interviews with students revealed that while they appreciated the transparency and security blockchain could offer, they were cautious about potential risks to their personal data, highlighting the need for clear policies on data privacy and access rights in blockchain systems.

### **3.2 Key Advantages of Blockchain in Learning Evaluation Systems**

One of the most compelling benefits of blockchain in learning evaluation systems is its ability to significantly reduce fraud and academic dishonesty. Traditional grading systems, which often rely on centralized databases, are vulnerable to manipulation, errors, and even grade inflation. These systems can be tampered with by internal or external actors, undermining the fairness and credibility of academic records.

Blockchain, by contrast, operates through a decentralized ledger that records each transaction (in this case, academic evaluations) in a secure and immutable manner. Once a grade or evaluation is recorded on the blockchain, it cannot be altered or erased without detection, ensuring that the academic records are permanent and trustworthy. This feature prevents manipulation of grades or academic credentials, thereby reducing opportunities for fraudulent activities such as grade changing or the issuance of fake diplomas. By providing a transparent and tamper-proof record, blockchain helps to foster integrity in the evaluation process, enhancing the credibility of academic qualifications.

Blockchain is renowned for its robust security features, which make it an ideal technology for safeguarding academic records and evaluation data. Traditional systems of academic evaluation store sensitive student data, including grades, transcripts, and other academic records, in centralized databases. These centralized systems are prone to data breaches, unauthorized access, and cyberattacks, exposing valuable information to risks.

Blockchain's decentralized nature ensures that data is not stored in a single location but is distributed across multiple nodes in the network. Each piece of data is encrypted and linked to the previous one, creating a chain of records that is secure and immutable. This method of storing data ensures that academic records are protected from unauthorized access and tampering. Additionally, the use of cryptographic techniques to secure the data makes it nearly impossible for hackers to alter or access information without proper authorization. As a result, blockchain significantly enhances the security of student records and grades, ensuring that sensitive data remains private and protected from cyber threats.

Trust is a cornerstone of any educational system, particularly when it comes to grading, evaluations, and academic credentialing. In traditional learning evaluation systems, students, educators, and employers may harbor concerns about the fairness, accuracy, and security of academic records. These concerns can erode trust in the evaluation system, affecting the credibility of educational institutions and the value of academic qualifications.

Blockchain can help rebuild and strengthen this trust by providing an open, transparent, and verifiable record of academic evaluations. Since blockchain operates on a decentralized network, all stakeholders—students, educators, and employers—can access the same, unalterable data. This transparency ensures that there is no ambiguity or suspicion about how grades and credentials are determined, making the entire evaluation process more accountable and equitable.

Moreover, blockchain technology removes the reliance on a central authority to verify academic records, allowing stakeholders to independently verify the authenticity of qualifications. This decentralized trust model encourages confidence in the system and increases the reliability of academic assessments, which can have a profound impact on student satisfaction and employer confidence in the value of academic credentials.

Another significant advantage of blockchain in learning evaluation systems is the facilitation of decentralized access to academic records. In traditional systems, students often rely on educational institutions to provide access to their grades and transcripts, a process that can be slow, cumbersome, and prone to administrative errors. Blockchain offers a more efficient and flexible solution by allowing students to control access to their academic records.

Through blockchain, students can maintain a digital wallet of their academic achievements, granting them easy and secure access to their grades and certificates at any time. This not only empowers students to manage and share their academic records more efficiently but also eliminates the need for third-party verification when applying for jobs or further education. Employers and institutions can access blockchain-based credentials in real-time, reducing the time and cost associated with verifying qualifications.

Furthermore, blockchain enables a more secure and reliable way for institutions to verify the academic credentials of students applying for programs or jobs. With blockchain-based systems, employers and academic institutions can instantly verify the authenticity of a candidate's qualifications without needing to contact the issuing institution or engage in lengthy verification processes. This decentralized access to academic records streamlines the verification process, improves efficiency, and reduces the risk of fraudulent claims.

### **3.2 Challenges in Implementing Blockchain in Higher Education**

While blockchain technology presents numerous advantages for improving learning evaluation systems in higher education, its implementation faces several technical, operational, and institutional challenges. One of the primary technical obstacles is scalability. Blockchain systems, especially those based on public networks, can face performance issues when dealing with large volumes of data. In the context of higher education, where millions of students and academic records are generated annually, blockchain must be able to handle this massive influx of data without significant delays or bottlenecks. Public blockchains, such as those used for cryptocurrencies, are often slow and inefficient for processing high volumes of data due to their decentralized nature, which can lead to slower transaction speeds.

Furthermore, integrating blockchain with existing Learning Management Systems (LMS) and Student Information Systems (SIS) poses a complex challenge (Fischer et al., 2020). Many higher education institutions have legacy systems that were not designed with blockchain in mind. Modifying these systems or creating interfaces between blockchain platforms and legacy infrastructure requires significant technical expertise and resources. Without seamless integration, the transition to blockchain could result in inefficiencies and errors, undermining the system's potential benefits.

Another technical concern is the security of the blockchain itself. While blockchain is known for its robust cryptographic protections, vulnerabilities still exist, particularly if the blockchain is not properly designed or implemented. For example, flaws in smart contract programming or the potential for quantum computing to break current encryption standards pose risks that need to be addressed before blockchain can be widely adopted for educational purposes.

The operational challenges of implementing blockchain in higher education are also significant. One of the main hurdles is the initial cost of implementation (Steu, 2020). Setting up a blockchain infrastructure, training staff, and maintaining the system involves substantial investment, which many educational institutions may find difficult to justify. The costs of acquiring blockchain development tools, hardware, and software can be prohibitively high, particularly for smaller institutions with limited budgets. Additionally, blockchain-based systems require constant monitoring and maintenance to ensure their proper functioning, which incurs ongoing operational costs.

Another operational challenge is the potential disruption to existing processes. The introduction of blockchain requires significant changes to how grading, credentialing, and student data management are handled. Institutions must invest time and resources into re-training staff and updating administrative workflows to accommodate blockchain. This disruption can be met with resistance from faculty, administrators, and students, who may be unfamiliar with the technology and reluctant to adopt new practices.

Moreover, blockchain's decentralized nature could require institutions to rethink traditional models of authority and control. In traditional academic systems, records are centrally stored and controlled by the institution. Blockchain's distributed ledger system, by contrast, would give students and other stakeholders more control over their academic records. For many institutions, this shift in control could create challenges in terms of governance and accountability, requiring new policies and protocols to ensure the system is used correctly.

Institutional resistance is one of the most significant barriers to the implementation of blockchain technology in higher education. Educational institutions are often conservative in adopting new technologies, especially ones that require significant changes to existing structures. Many stakeholders within higher education—such as faculty, administrators, and policymakers—may view blockchain with skepticism or fear, concerned about the disruptions it could cause to established systems and processes. This resistance to change can delay or prevent the adoption of blockchain, as institutions may hesitate to invest in a technology that is still relatively new and not widely tested in educational settings.

A lack of expertise in blockchain technology is another institutional challenge. Blockchain is a highly specialized field, and the technical expertise required to implement and maintain a blockchain-based system is often lacking in academic institutions. Few educational institutions have staff members with the necessary skills to design, deploy, and maintain a blockchain system, and recruiting blockchain experts can be both difficult and expensive. Without in-house expertise, institutions may need to rely on external consultants or vendors, which could increase costs and introduce additional risks in terms of data privacy and security.

Additionally, educational institutions must address the issue of interoperability. Blockchain systems are still in their infancy, and various platforms and protocols exist, each with its own set of standards and requirements. Ensuring that a blockchain solution can work seamlessly with existing systems across different educational institutions is a significant challenge. Without standardized frameworks for blockchain adoption, institutions may face difficulties in collaborating with other universities or employers to verify academic credentials, thus reducing the technology's potential benefits.

Legal and regulatory issues also pose significant challenges to the implementation of blockchain in higher education. One of the primary concerns is the lack of a clear legal framework governing the use of blockchain in education. Since blockchain technology operates across borders, the legal implications of storing and sharing academic data on a global decentralized network are unclear. Different countries have different laws regarding data privacy, security, and ownership, which could create legal conflicts when academic records are stored on a blockchain that is accessible internationally.

For example, the European Union's General Data Protection Regulation (GDPR) imposes strict rules on how personal data should be stored and processed. The immutability of blockchain conflicts with the "right to be forgotten" under GDPR, which allows individuals to request the deletion of their personal data. This creates a tension between blockchain's permanent and immutable nature and legal requirements for data erasure, which could hinder the adoption of blockchain in European institutions or institutions with international student populations.

#### 4. CONCLUSION

The integration of blockchain technology into learning evaluation systems in higher education holds significant potential for transforming the way academic records are stored, accessed, and verified. Blockchain's ability to offer transparent, secure, and tamper-proof records can address long-standing issues such as academic fraud, data breaches, and lack of trust in traditional grading and credentialing systems. By enabling decentralized access to academic records, blockchain not only empowers students but also streamlines the verification process for employers and academic institutions, improving efficiency and reducing administrative burdens. However, the implementation of blockchain in higher education is not without challenges. The technical complexities of scaling

blockchain systems to handle large volumes of academic data, the cost of implementation, and the integration with existing infrastructure pose significant obstacles. Additionally, institutional resistance, the lack of in-house expertise, and legal concerns regarding data privacy and the recognition of blockchain-based credentials further complicate the adoption process. Despite these challenges, the advantages offered by blockchain in enhancing the security, transparency, and trustworthiness of learning evaluation systems are undeniable. As the technology matures and more educational institutions explore its potential, it is likely that solutions to these challenges will emerge. The key to successful implementation lies in collaboration among higher education institutions, technology providers, and policymakers to develop standardized frameworks, offer training, and address legal and regulatory issues. While the widespread adoption of blockchain in learning evaluation systems may take time, its transformative impact on the future of higher education is clear. By fostering a more secure, transparent, and efficient approach to academic evaluations, blockchain has the potential to redefine how academic achievements are assessed, recorded, and recognized on a global scale.

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