



UTILIZING GOOGLE FORM TO FACILITATE EVALUATION PROCESS OF THE ONLINE LEARNING

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Abstract: *This study aims to describe the effectiveness of using Google Forms to facilitate the process of evaluating student learning outcomes in online learning. The research method used is descriptive analytical method with data collection techniques in the form of questionnaires and documentation studies. The subjects of this study were physics and science teachers in the city of Sabang. The procedure for developing evaluations in the learning process using Google Form starts from the stages of planning, creating, publishing and providing instructions for use. The results showed that the understanding, skills and attitudes of teachers after receiving training related to the use of google form as a whole were in the good category. The teacher's response to the use of Google Forms as an alternative evaluation tool in the learning process shows a good response, namely providing good benefits for teachers and students, especially during the COVID-19 pandemic where learning cannot be done face-to-face but online.*

INTRODUCTION

The impact of the Covid-19 pandemic is affecting education where the goals of learning in schools cannot be achieved optimally. Because learning activities cannot be carried out classically, with the pandemic the Ministry of Education in Indonesia issued a policy, namely by closing schools and replacing the process of teaching and learning activities using an online system. According to Isman (2013) online learning is the use of the internet network in the learning process. This is one way to increase awareness and the process of stopping the spread of the virus through direct interaction between people. Of course, applying online learning can help teachers deliver material and assign assignments to students without direct interaction. Students also have more time to study because they can study anytime and anywhere and prepare students to be ready to compete in the digital era.

The results of initial observations show that many Physics and Science teachers in the city of Sabang have not used the google form application to make questions and assessments in the learning process. Most of them do not understand the use of the application in the learning evaluation process. The use of Information Technology (IT) in learning is considered as an alternative to respond to special conditions and bring changes in learning traditions or



culture and become an independent learning system. Learning models that are related to IT and are now becoming the attention of the world of education are computer-based learning models and learning through electronic media based on web-based learning (Wena, 2009).

Evaluation is a very important stage in the learning process, including online learning. Without evaluation, the achievement of students' abilities will be difficult to identify (Wulan, 2013). Basically evaluation has the meaning of an activity to give values or considerations in accordance with predetermined criteria to obtain objective and accurate evaluation results with results in the form of quantitative or qualitative information (Kuntum, 2019). In addition, by evaluating learning the teacher can also see how effective the learning process he applies to his students is. Conventional learning evaluation is generally done by giving written tests to students, with a device consisting of question sheets and answer sheets. Furthermore, the teacher must check each answer sheet to find out the results of the evaluation. This is of course very time and energy consuming.

The rapid development of ICT actually provides so many conveniences in various fields, especially in the field of education. However, the use of ICT at the learning evaluation stage has not been widely carried out by teachers. Even though there are various advantages that may be obtained if the evaluation of learning is carried out by using the internet. One application that can be used to design online tests and evaluations is Google Forms. Generally, this application is used to fill in data easily and effectively (Rahardja et al, 2018). Adding, the features of Google Forms are very easy and friendly to be accessed by users. In addition, its features can be explored not only limited to making questionnaires but also being able to design questions or tests. Likewise, according to Batubara (2016), the use of Google Forms as an assessment tool for the learning process also supports the paper saving program as a form of environmental care. In addition, the energy and time needed by teachers to distribute questionnaires and process the data is more efficient and easier.

The Google Form application is very suitable for students, teachers, lecturers, office employees and professionals who often make online quizzes, forms and surveys. Google Form features can be shared publicly or specifically with Google account owners with accessibility options, such as: read only (can only read) or editable (can edit documents). Some of the functions of Google Form in the world of education include: 1) Providing online practice/test assignments through the website page, 2) Collecting other people's opinions through the website page, 3) Collecting various student/teacher data through the website page, 4) Creating online registration forms for schools, 5) Distributing questionnaires to people online (Batubara, 2016).

Several previous researchers who discussed the use of Google Forms, namely in Amalia's research (2019) stating that the use of the Google Form platform as a medium for evaluation material is very practical, besides being very practical, it also makes it easier for teachers to give grades to students. Research by Heryadi (2021) which states that the use of Google forms as an online learning medium during the COVID-19 pandemic in history subjects at SMK Negeri 2 Ketapang is quite effective. Based on the advantages of the Google Form as an online learning evaluation tool and problems from initial observations, this research is important because it aims to determine the use of Google Forms in facilitating the process of implementing online learning evaluations, considering that teachers experience various obstacles in determining the right assessment instrument during the pandemic because Learning activities cannot be carried out face-to-face but online.



METHOD

The research methods used to process the required data information are: descriptive, qualitative research methods. The instrument in this research is to use interview, observation, and documentation techniques. Location The research was conducted in SMA 1 Sabang City. The research subjects in this study amounted to 60 people who work as middle and high school teachers in science in the city of Sabang. The research was conducted by first conducting a survey to teachers regarding the application of online learning using the Google Form application. The survey was distributed using a google form given to the teacher. Analysis of research data was carried out using the analysis model of Miles & Huberman (1994) which consisted of three stages, namely data reduction, data display, and conclusion drawing and verification. Stages of research data analysis can be seen in figure 1.

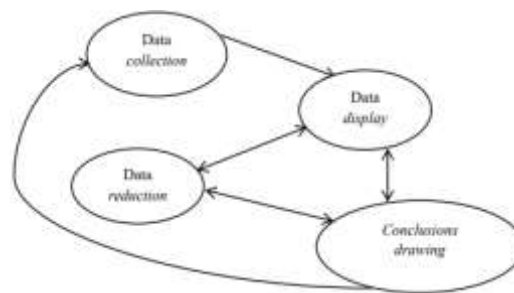


Figure 1. Stages of research data analysis

Data analysis of research data reduction stage is the stage of collecting all the information needed from the results of interviews and then grouping the data. The data display stage is the presentation of data that is needed in research and which does not need to be discarded. The conclusion drawing and verification stage is the interpretation stage of research data to draw conclusions based on the phenomena obtained (Miles, M. B., & Huberman, M., 1994)

RESULT AND DISCUSSION

The initial research process was carried out by distributing a questionnaire instrument containing 10 question items in the form of descriptions to explore information on the preparation of work from home activities, the applications used to give assignments to students, the process of implementing online activities, the advantages provided from the applications used as well as obstacles or problems that appear when doing online activities. From the results of data collection, it was then analyzed so that only 30% of teachers used the Google Forms application, while 70% preferred to use WhatsApp. The reason for choosing to use WhatsApp is because it is more familiar and already accustomed to its use. The teachers who use whatsapp are some teachers from junior high school, while some high school teachers already use Google Forms. The reason for using Google Forms is because it has the capacity to be a work bag and teachers are more able to innovate through the display of videos, pictures, and quizzes that can be added to the existing form sheets on Google



Forms.

Results of Teachers' Understanding, Skills and Attitudes After Google Form Utilization Training

After getting the results of the initial data, treatment was given in the form of training to research subjects, namely junior high school science teachers and high school physics, chemistry, biology teachers. During the training activities, participants were given insight regarding the use of Google forms in learning and their use, and were trained to use various online media for science learning in junior high school and Physics, Chemistry, and Biology in high school, especially making online questions using Google Forms. In practice, the training participants were given material about the Google Form application and how to use it for science material at the junior high school level and physics, chemistry, and biology at the high school level, then at the end of the activity participants were given a questionnaire to find out the response from the teacher regarding the implementation of the google form. The results of the responses from the questionnaire filled out by the training participants (teachers) can be seen in Figure 2 below:

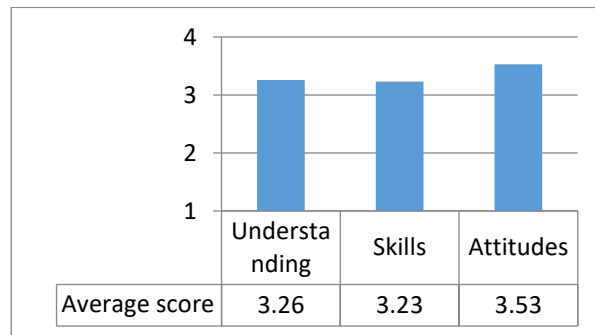


Figure 2. Average Results of Participants' Understanding, Skills and Attitudes towards Google Form

Based on the results of the analysis of the assessment of the participants (teachers) on the training activities on the use of google form, the participants' understanding after the training on the Google Form application as a whole with an average value of 3.26 was included in the good category. The skills of participants after the Google Form application training as a whole with an average value of 3.23 are in the good category. The attitude of the participants after the Google Form application training as a whole with an average value of 3.53 was in the very good category. The training activities for the use of google forms can be seen in Figure 3 below.



Figure 3. Google form utilization training activities



Teacher's Response to the Use of Google Forms as an Online Learning Evaluation Tool

Teacher resources are an important factor in the successful use of Google Forms as an online learning evaluation tool. In terms of teacher competence in using Google Forms, it shows that 60% of teachers have been able to use computers since high school/equivalent, and all teachers have Google email and they are also able to use the internet to access websites and communicate using email.

From the results of the questionnaire that has been socialized to teachers that Google Form gets a very good response so that the results of the observations have the following data as table 1.

Table 1. Teacher's response to Google forms

Assesment item	Percentage
Convenience	100%
Speed	50%
Practically	65%
Efficiency	65%

Based on the table above, it can be concluded that the use of Google forms in evaluating learning has a level of convenience of 100%, speed of 50%, practicality of 65% and efficiency of 65%, due to the geographical location of students and schools have fairly good internet network coverage and are running well (Mardiana & Arif, 2017). The obstacles in the implementation of the Final Assessment, Mid-Semester and End Semester Assessments include the homeroom teacher and subject teachers overseeing the continuity of the evaluation. For example, whether students do the semester assignments independently or have discussions with their parents. However, based on the results of the questionnaire, the evaluation was carried out independently by students and under the supervision of the student's guardian.

The advantages that exist in Google Forms, teachers feel quite helped both in terms of finances and personnel. everything will go well if school facilities and infrastructure are adequate, namely internet networks, Gmail accounts, and electronics (mobile phones, tablets or laptops) and homerooms and homeroom teachers can easily evaluate online learning, because they do not have to bring students to school and evaluation of learning in line with the implementation of distance learning.

In addition to the positive impact, there are also obstacles encountered during online learning by using google forms media, namely the teacher cannot directly observe the activities of students so it is difficult to assess their personality due to the absence of a face-to-face learning process as usual. As for things that can be done as a solution to the obstacles faced during online learning in the future, among others: (1) Teachers can directly visit students at home to be able to directly observe the development of their behavior. (2) The principal can provide more intensive direction and supervision, so that teachers provide tasks that are not monotonous and burden students during online learning.

The teacher's suggestions or comments on the google form are: 1) this is very good, 2) this questionnaire is very helpful, 3) it is very useful especially online, 4) it is hoped that this questionnaire can improve lecturer performance, 5) I sometimes don't understand it, and 6) can save paper usage. The results of the teacher's response indicate that the majority of teachers give a positive response to the use of Google Form as an evaluation tool in the



learning process.

CONCLUSION

Based on the results of research and discussion, it can be concluded as follows: Google Form can be one of the recommended software for making online evaluation tools. The interface and how to use it is quite simple so that it is easy to understand. The teacher's response to the use of Google Form as an alternative evaluation tool in the learning process shows a good response, which provides good benefits for teachers and students. Thus, the use of Google Forms should be optimized for various educational tasks, such as giving online tests, collecting student/teacher data, creating online registration forms for schools, distributing questionnaires to people online and gathering other people's opinions.

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