

Google Form-Based Learning Assessment

Budie Agung, Syaefulloh Syaefulloh, Iwan Moh. Ridwan, A. Muslim Hadi Mamun, Deden Sumpena, Qiqi Yulianti Zakiah

Universitas Islam Negeri Sunan Gunung Djati Bandung
Bandung, Indonesia

budizia2009@gmail.com, saifulnawawi12@gmail.com, iwanmori06@gmail.com, muslimhadimamun@gmail.com, sumpena_deden@ymail.com, qqzaqiah67@gmail.com

Abstract—Learning assessments so far have been carried out by teachers mostly by manual method, which has the disadvantages of many papers being used, lots of time wasted examining the results of the answer sheets and making students bored when doing evaluations. The purpose of this study was to find out how the implementation of the google-based form learning assessment in schools, as well as the response of students to the implementation of the online assessment. This study uses quantitative methods with data collection techniques in the form of questionnaires. The subjects of this study were students of class XI in Madrasah Aliyah Negeri 2 Bandung (high school level) Bandung, Indonesia. The results of this study indicate that learning assessments using the google form responded very positively by students (74.2%), did not experience difficulties (48.5%), and were satisfied with the implementation of online tests (90.3%). Assessment of google form-based learning is an excellent alternative to be used by educators in conducting assessment activities that have the advantages of being effective, efficient and attractive to students. Hopefully the use of technology in learning activities can continue to be improved and developed in the world of education as a form of positive response to the development of the era of globalization.

Keywords—learning assessment; Google Form

I. INTRODUCTION

Learning assessment techniques so far that have been developed in schools generally use manual systems by designing their own questions, multiplying them and testing them for students, then the teacher gives an assessment and analyzes the learning outcomes manually. Conditions like this make the teacher's to be limited and lose most of his time just to assess cognitive aspects. Though there are many more important tasks than just assessing the cognitive side, namely the attitude and psychomotor aspects of students.

When linked with the demands of the education unit level curriculum that uses the principle of complete learning or mastery learning. Every student must master the determined competency standards as a minimum component. For students who have mastered faster than others, they learn the next competency or learning acceleration. Students who are still not good at mastering their competencies in the enrichment program and who fail must take part in a remedial program.

Seeing such conditions, the defense assessment must also be done quickly and accurately to measure the extent of the

success of the learning activities of students. One of them is assessment techniques for online-based learning with various types, including Google forms that can be used in learning assessments.

Community familiarity with various technology products such as computers, tablets and smartphones, and the availability of cheaper internet connections also become an opportunity for the use of information and communication technology in the implementation of the education system. One software that is easily accessible, free to use, simple in operation and good enough to be developed as an evaluation tool in the learning process is the google form.

Google form is one component of Google services. This application is perfect for students, teachers, lecturers, office staff and professionals who are happy to make quizzes, forms and online surveys. Features of Google Form can be shared with people openly or specifically to Google account owners with accessibility options, such as read only or editable (can edit documents).

Research Results on the use of google forms for learning activities according to Tosyiyasu Kato stated that the google form can motivate students to learn by themselves [1]. Other research results according to Mireille Djeno Google Forms provide easy and inexpensive way to incorporate both active learning and assessment in library instruction sessions. Students and faculty were receptive to their use in the library classroom. These early findings will be incorporated into the longer assessment study by the authors, currently underway [2].

Based on the above background, this study aims to: 1) describe the implementation of a google-based form of learning assessment, 2) find out the students' response to the use of google forms in Madrasah Aliyah Negeri 2 Bandung, Indonesia.

II. METHOD

This study uses a quantitative approach. By using descriptive analysis method by distributing an online questionnaire to obtain information from the respondents, namely students of class XI of Madrasah Aliyah Negeri 2 Bandung (high school level) Bandung, Indonesia. Data collection methods needed in this study are questionnaires and documentation studies.

The type of questionnaire or questionnaire used in this study is a closed questionnaire or a closed questionnaire. The aspects asked in this questionnaire are: 1) Student response in using the google form, 2) the level of difficulty when doing evaluations using the google form, 3) the level of student satisfaction when doing evaluations using the google form.

The documentation study was used to collect data about the procedure for making and using the Google Form as a learning assessment tool and other data that supports and complements the research data, both written, drawing and electronic documents.

III. RESULTS AND DISCUSSION

A. *Implementation of a Google Form-Based of Learning Assessment*

As stated by Asmawi Zainul and Agus Mulyana that assessment is giving value about the quality of something. Not only looking for answers to questions about what is better or a better process than the program [3]. This is similarly stated by Nana Sudjana assessment or assessment is the process of giving or determining the value for a particular object [4]. This valuable process takes place in the form of an interpretation which ends with an assessment. Interpretation and assessment are themes that can implement solutions between context and context. On that basis, in the assessment or content there are always objects or programs there are criteria and interpretations and judgments. Assessment carried out has several objectives as stated by Arikunto that the objectives and functions of assessment include: 1) assessment of selective functioning, 2) assessment of diagnostic functions, 3) assessment serves as placement, and 4) assessment serves as a measure of success [5].

Along with the development of the digital era, learning activities cannot be separated from information and communication technology devices. This has resulted in the transformation of conventional education into digital education. The birth of electronic learning, known as e-learning, is unstoppable. Electronic learning is beneficial for teachers and students. With electronic learning, there are facilities that can ease the teacher's task. For example, with interactive web-based learning, material can be presented on web pages that students can access anywhere and anytime as long as the required hardware is available. Practice questions at the end of the discussion (formative tests) and test questions at the end of learning (summative tests) can be loaded on the web page. Specifically, for objective matters, students can access it and the teacher does not need to correct it. Recapitulation of student values has been provided by the system.

Online Electronic Based Tests Software that can provide online-based objective tests is free and paid. At least there are seven online test-making service providers.

- Google, provides many free applications with one account, contributes to Google Forms which can be used to make quizzes online as long as they use Google Drive services.

- Zoho Challenge, can be used to make quizzes with multimedia content (text, images, sounds, and videos) with question bank facilities and random questions and answers
- Quizstar, the application provided by 4teachers.org, can be used to create quizzes with multimedia files, can be arranged in various languages, and provide facilities for students to see the results.
- Thatquiz, can be used to present multiple choice and matching test questions as well as test administration facilities, class editing, import-delete tests, and downloadable tests for Android, iPad and Windows devices.
- QuizmeOnline provides facilities for creating quizzes, making online classes, and teachers more easily manage online classes.
- Quia Web can be used to make quizzes with ten types (including multiple choice, right-wrong, short entries, to descriptions.
- QuizEgg can be used to make multiple choice quizzes, right, wrong, match, sort, answer more than one, register words, and fill in the fields [6].

B. *Students' Response to the Use of Google Forms*

Implementation of online learning assessments using Google Forms has been carried out by authors in Madrasah Aliyah Negeri 2 Bandung (high school level), Bandung Indonesia. An online test using Google Form is done outside of classroom learning, taking into account the flexible processing time but still with the specified time setting. So that students when they start logging in go to the online test questions then the timer is running right away and is only given one chance automatically to carry out the test.

The steps in the implementation of learning assessment by using the google form are:

1) *Planning*

- In this stage the teacher prepares the subject matter that will be tested to students by looking at the suitability of the basic competencies and the level of difficulty of the questions to be made.
- The teacher prepares a number of questions to be tested to students and prepares the key to answer
- The teacher determines the type of questions to be tested for students, whether multiple choice, description questions, matchmaking and other questions.
- The teacher designs questions online by using the google form by specifying templates, online questions, scoring and so on.
- The teacher prepares a google short link form from the questions that are made to be shared with students.

2) Implementation

- The teacher informs the implementation of an online test at the specified time so that students are expected to have time to memorize the material to be tested through an online test.
- The teacher shares the google form link in the class WhatsApp group to be done at the specified time and the deadline for submitting the work.
- The teacher continues to monitor the implementation of online replications of students who have worked on and who have not done the work, and informs them not to do it.
- The teacher informs the deadline for online repeat work.

3) Evaluation

- The teacher sees the results of students' work from the Google Drive spreadsheet that has been automatically connected to the Google Form.
- Teachers recap the students' automatic scores and prepare them for submission to students.
- The teacher conducts an analysis of the results of the work done by students.
- The teacher reflects the success of teaching and learning activities by seeing the results of the students' repetition.

To see how far the effectiveness of online-based learning assessments on students was, the authors distributed an online questionnaire to students of class XI MAN 2 Bandung to fill out questionnaires related to online replications that had been carried out. Questionnaire data taken from students of class XI MAN 2 Bandung totaled 31 people. Questionnaires were given to students to see the effectiveness and satisfaction of students on online replications that had been carried out.

From the questionnaire data that has been distributed, the following data are obtained: Based on the results of the questionnaire above, it can be concluded that online replication on SKI subjects using the google form of 31 respondents in class XI MAN 2 Bandung shows 61.3% agree and 12.9% strongly agree. This means that most students showed a positive response to the implementation of this online test, this is because in working on the online test questions students did not experience difficulties indicated by a 48.5 percent response,

the rest there were some students who might experience difficulties in carrying out this online test.

The constraints faced by students when carrying out this online test are mostly due to the limited quota of students; this is indicated by the acquisition of 90.3% of the respondents.

When viewed from the level of satisfaction of students working on this online test, 64.5% of the data obtained and 25.8% of the students' respondents showed satisfaction in working on online test questions. This means that students feel happy with the implementation of this online test, this is also strengthened by some of their expectation questionnaires about the implementation of this online test which shows that there is an even more improved online review, provided facilities that can support the implementation of this online test and continue to use technology for learning activities.

IV. CONCLUSION

Assessment of google form-based learning is an excellent alternative to be used by educators in conducting assessment activities that have the advantages of being effective, efficient and attractive to students. Hopefully the use of technology in learning activities can continue to be improved and developed in the world of education as a form of positive response to the development of the era of globalization.

REFERENCES

- [1] T. Kato, "Practice for self-regulatory learning using google form: Report an Perspectives," *Information Engineering Express International Institute of Applied Informatics*, vol. 2, no. 4, pp. 11-20, 2016.
- [2] M. Djenno, "From paper to pixels: using Google Forms for collaboration and assessment," *Library Hi Tech News*, vol. 32, no. 4, pp. 9-13, 2015.
- [3] N. Nasution and Suryanto, *Evaluasi Pengajaran*. Jakarta: Universitas Terbuka, 2008, p. 3.
- [4] T. Soekanto and Winataputra, *Teori Belajar dan Model-model Pembelajaran*. Surabaya: Karya Anda, 1997, p. 5.
- [5] S. Arikunto, *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 1998, p. 9
- [6] Madura Mendidik, "7 Aplikasi Membuat Tes dan Kuis Online," [Online] Retrieved from <http://www.cloudindonesia.or.id/7-aplikasi-membuat-tes-dan-kuis-online.html>, accessed on 21 Oktober 2013.