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The Effectiveness of Google Form as An Evaluation Medium in VIII A Grade of MTs N 6 Tulungagung

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Abstract

This study aims to determine the effectiveness of using Google Form as an evaluation medium in VIII A grade of MTs N 6 Tulungagung. This study involved an English teacher at MTs N 6 Tulungagung and 30 students of class VIII A grade. This research process was carried out online using the main communication WhatsApp application. Data collection techniques in this study were using interviews, observation and documentation. Data analysis techniques used in this research is a qualitative method. The results of the interview show that Google Form has effectiveness to be used as an evaluation medium because it makes easier for teacher to manage students' learning outcomes but there are still several factors that make the use of Google Form ineffective. In order for the evaluation media to run more effectively the teacher must pay attention to several things such as class preparation, subject matter, references, types of evaluations, directions, and scoring criteria. From the results of the study, it can be said that the use of Google Form in learning evaluation has not been fully implemented effectively because students are still involved in a lot of homework, poor signal areas, lack of awareness when taking online classes.

Keywords: *evaluation; google form; qualitative*

INTRODUCTION

Evaluation has an important role in the learning process. Based on the statement from Gall, (Gall and Borg, 2007:559) "The process of making judgments about the merit, value, or worth of educational programs is educational evaluation". The purpose of learning evaluation is to collect information that is used as a basis for evaluation of student's learning, and the effectiveness of teaching process (Rusdiana, 2004). The importance of evaluation in learning process can be seen from the objectives and functions of the evaluation as well as the learning system itself.

There are some ways to do learning evaluation. The normal evaluation process is carried out through oral and written tests, but during the COVID-19 pandemic it would not be done

in the traditional ways easily. Therefore, teachers and schools are looking for evaluation media that are effective. Applications for evaluation can easily be found on the internet today and can be accessed using an android smartphone. An application that can be used as an ICT-based evaluation medium is Google Form.

Google Form is an application that is provided by Google to meet the needs of users in the form of templates. Murphy argued that Google Form has various functions and uses because this application can be used for learning purposes such as surveys, exam, questionnaire, activity sheets, etc (Murphy, 2018). Google Form is not only used for learning medium but can also be used as a medium for evaluation. As an evaluation medium Google Form can make the evaluation program more convenient for the teachers, especially during the pandemic. Teachers do not have to give printed questions (paperless), they do not have to meet the students since it is done online, and they do not have to score the works one by one since it can generate scores by itself.

MTs N 6 Tulungagung is one of the schools currently using Google Form as an evaluation medium in the distance learning during the pandemic era. This research chooses VIII A grade at the school to serve as the main object of the research, namely the use of Google forms as a media of evaluating students' learning. This research aims to investigate the utilization of Google Form in VIII A Grade of MTs N 6 Tulungagung relating to the effectiveness of Google Form and whether there are challenges and weaknesses of Google Form as an evaluation medium.

The decomposition based on the background, then the formulation of the problem in this study is as follows: "How Effective is the Use of Google Form at VIII A Grade of MTs N 6 Tulungagung?" and "What is the Challenge of Google Form as an Evaluation Medium at VIII A Grade of MTs N 6 Tulungagung?". Furthermore, the objectives in this study are described in the following points, those are; to know the effectiveness the use of Google Form as an evaluational medium at VIII A Grade of MTs N 6 Tulungagung and to know the challenge of using Google Form as an evaluation medium at VIII A grade of MTs N 6 Tulungagung.

Research approach used in this research is qualitative research. Interview, observation, and documentation were data collection technique that we have got from the students and English teacher. The research subject is an English Teacher and the students in VIII A grade of MTs N 6 Tulungagung in academic year 2020/2021. Using WhatsApp Group as the online class group, so that we as the researchers did not need to visit the school which is located in Tulungagung. This research conducted in second semester in academic year 2020/2021. Interview, documentation, and observation are the data collection technique in this research.

LITERATURE REVIEW

Google Form

Google Form is a form of media in the form of web form templates or worksheets that can be used independently or collectively for the purpose of obtaining user information. This media resides in Google Drive along with other applications. The Google Form template is easy to

understand and attractive. In the Google Form, there are steps in the process that must be prepared in making a registration form on the website followed by the building process.

The steps in creating a Google Form is first, we must have a Google account beforehand. If you don't have a Google account, you must register on the page: <https://accounts.google.com/signup>. Then fill in the personal data provided. Apart from using the web, teachers can also have a Google account via the Gmail application installed on a smartphone. Second make question, the teacher can choose a form template provided with a variety of colors and customizable headers, then fill in the title and form description. Teacher can choose Multiple Choice and Essay question types. The teacher can also make question types in the form of direct quizzes so that they can see the score at the end of the assessment.

Then we have sharing questions. The teacher can send them using email directly or copying the Google Form link that has been created. First, click Send which is at the top right. Teachers can also copy and paste to send the questionnaire link that has been created. Click Pin symbol and a link will appear which you can copy. If the link is too long, you can shorten it by clicking Shorten URL. To create a custom URL link, teachers can use the bit.ly web for free.

After that we can see the results. There are two types to see the results, namely Summary and Individual. To see the results of the response summary, the teacher will be given a summary of all the answers from the senders of the answers. As for the results of the Individual survey, teacher will be shown the answers. Teacher can also download student answers using Google Sheets.

Definition Evaluation

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning. Evaluation provides accountability to society in terms of the demands and requirements of the employment market. In brief, evaluation is a very important requirement for the education system. It fulfils various purposes in systems of education like quality control in education, selection/entrance to a higher grade or tertiary level.

Gronlund and Linn state that evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils are achieving instructional objectives. Perhaps the most extended definition of evaluation has been supplied by C.E. Beeby (1977), who described evaluation as **the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action.** Arikunto, Jabar, & Abdul (2010), stated that **evaluation is a process of drawing, searching and providing information that is very useful for decision makers in determining alternative decisions.**

Arifin (2012:11) states that there are similarities and differences between evaluation and assessment. The equation is that both have the understanding of assessing or determining the value of something. Besides, the tools used to collect the data are the same. While the difference lies in the scope and implementation. The scope of the evaluation relates to the scope of the evaluation object itself. If the object of evaluation is about learning, then all things related to learning are in the scope of learning evaluation. According to Arifin (2014: 20) the scope of learning evaluation will be reviewed from various perspectives, namely the domain of learning

outcomes, learning systems, learning processes and outcomes, and competencies. This is so that teachers can really distinguish the evaluation of learning from the assessment of learning outcomes so that there is no confusion or overlap in their use.

Based on the above definitions, it can be concluded that evaluation activities are a systematic process. Evaluation is a planned activity and carried out on an ongoing basis. Evaluation is not only the final or closing activity of a particular program, but is an activity carried out at the beginning, during the program and at the end of the program after the program is completed. In conducting the evaluation process, there are several things that will be discussed are what the evaluation material, the evolution process, when the evaluation is held, why there should be an evaluation, where the evaluation process is held, and the evaluation party. This evaluation should be done the existing sources, the effectiveness of spreading the message, the selection of the media and the right decision decisions. In choosing tests and other evaluation instruments practicality is a condition that cannot be ignored. The practicality of evaluation is especially considered when choosing tests or other evaluation instruments published by an institution. The practicality of evaluation can be interpreted as the facilities in the evaluation instrument both in preparing, using, interpreting, obtaining results, and ease in storing them.

Characteristics of good evaluation

Suharsimi Arikunto (2008: 57-62), states that a test can be said good if it meets the five requirements, namely: validity, reliability, practicality, fairness, and usefulness.

Validity: A good evaluation must have valid results. By valid evaluation itself is an evaluation that actually tests what is set out to be tested and can actually measure the behavior described by the purpose of the evaluation.

Reliability: Reliability is a measure of consistency with questions, tests or exams producing the same results under different but comparable conditions. A reliable evaluation item provides a reproducible score with a similar student population so that it does not depend on the characteristics of the individual evaluation. To maintain reliability, one evaluative question must test only one thing at a time.

Practicality: Good evaluations have evaluation procedures that are realistic, practical and efficient in terms of cost, time and application cases. Practical here means that the evaluation process does not require large costs, can be done easily and does not take too long.

Fairness: Evaluations should be fair to all students. This can be done by accurately reflecting on the expected behaviors that are intended for the purpose of the evaluation. To maintain fairness in evaluations, students must also be under the condition of knowing exactly how they will be evaluated. This means that students must be given information about the evaluation such as the nature of the material they are going to test, namely Context and Objectives, the form and structure of the exam, the length of the exam and the value of each component.

Usefulness: A good evaluation must also have benefits for students. Feedback from evaluations should be made available to students and their weaknesses. By knowing their strengths and weaknesses, students can find out what needs to be improved and how to fix these weaknesses. The evaluation must be able to suggest all the requirements needed by students to make improvements.

Online-based evaluation effect

Based Ni Mertasari (2010:76) and Rusman (2009) online evaluation effect are:

- a. Make it easier to analyse problems

At the end of the evaluation, the teacher will see how the students are doing the evaluation. Whether students can answer every question or which question the most students answer is wrong. Then the problem will be seen, then the teacher will analyse which part is the problem. Whether in the delivery of less clear learning, sentences that are difficult understood or many sentences that have not been understood or familiar even such as technical glitches or formats in online evolution. At the end of the evaluation, it will be even easier for teachers if they provide a column of suggestions or problems faced during the evaluation. That way, the teacher will easily conclude the problem faced and find a solution.

- b. Online evaluation can help students remember the material to be studied

Because students must complete the evaluation before the material is given. Students read the material first before answering the question, automatically students read and understand the material before delivering the material in school so that when the teacher delivers the material in the classroom the student is faster to respond to the material and faster to understand the lesson.

- c. Not waste time

The implementation of making manual replays and assessments with the format is felt longer, less effective and efficient. The process takes a lot of time, and causes some problems such as file loss, being damaged because it's long-stored, making it difficult to find the files you need when you need them. Teachers do not have to wait for evaluation collection such as manual use of paper but simply set the time and automatic evaluation will be automatically closed if it reaches the deadline.

- d. Accelerate results

Teachers do not have to wait long or record the results of student evaluations one by one but simply by looking at the results of the grade collection at the end.

- e. Online evaluation makes students better understand the IT-based learning process

During the Covid-19 pandemic, online learning was conducted by all schools. In this case the teaching and evaluation process becomes an aspect that is affected. Some learning occurs incrementally along a learning continuum, but the rate and pace of learning is not always fixed and constant. Learning can develop in more complex ways through a web of connectedness that is dependent on students developing understandings, capabilities and dispositions in concert with one another. For example, being creative requires development of knowledge of creative processes; skills in creative thinking; and development of the disposition to be curious, adaptable and persistent

- f. Online evaluation contributes to helping students learn individually

Because it can be done inside and outside the classroom students can look for a comfortable place and feel more relaxed.

From several journal such as in *Pengembangan Media Evaluasi Pembelajaran Sejarah Berbasis Google Formulir Di SMA N 1 Prambanan* (2018) we know that Google Form more effective and efficient besides using conventional media such as paper. For teacher it more be easy to evaluate, can save time and money. For student it more attractive and comfortable. From another journal *The Utilization of Google Form As a Media Evaluation of Islamic Education Learning in SMA N 1 Batang Anai* (2020) we know that Google Form have positive responses from teacher and student because being easy and practical, not needing two question packages and exam can be carried out immediately in one time and the same time.

In addition, the other researcher Pitri Wulandari, Maswani, Husnul Khotimah also published his journal about his research that has the same topic with the previous research. Through they journal entitled "*GOOGLE FORM SEBAGAI ALTERNATIF EVALUASI PEMBELAJARAN DI SMAN 2 KOTA TANGERANG*". They conducted the research to students and teachers of SMAN 2 Kota Tangerang. The results showed that the use of Google Form starting from the stage of planning, creating, publishing, providing instructions for use, providing a good response because it makes it easy and saves time for students and teachers. Most student and teacher response data agree in using Google Form with the percentage of 80% agreeing and 10% disagreeing. we also know that Google Form have large storage amounts of data and stored for a long time, make student easier to analyse the question and can get result Immediately. So Google Form is some application more suitable for online evaluation.

In the process of evaluation of learning must be able to give results about the picture of a student both overall in cognitive aspects, affective to psychomotor. With learning evaluation is done continuously, starting from the beginning of the learning process until the end of the learning process of these students. So, it can be done continuously. Judging as it is as seen, the evaluation of learning should be able to describe the student's condition as it is, not contrived or the assessment is not in accordance with the existing reality. The results of the evaluation are used to describe the condition of the student in accordance with what is actually the object in the evaluation process. Evaluation in learning is mandatory and must be trusted and can describe the condition of the students continuously, although done by different parties at different times. With the implementation of evaluation programs in learning is expected to encourage in educating by students, this is used to encourage students to be more enthusiastic in learning.

METHOD

Research Design

This research used qualitative method. We used qualitative method to know the effectiveness of using Google Form as an evaluation medium and seek the challenge using Google Form as an evaluation medium at MTs N 6 Tulungagung.

Research Subject

There were two categories of participants in this research. They were English teacher and the students. The students were from VIII A class in MTs N 06 Tulungagung which amount 30 students in the class. The students had experienced using Google Form before they were asked

to give responses. The teacher was an English Teacher in MTs N 06 Tulungagung and the teacher was interviewed to respond the use of using Google Form in her class.

Research Setting

The research was conducted starting from 2021. The research took place in Mts N 6 Tulungagung. However, because the system of learning process still online-learning the researchers only join via WhatsApp Group which the name is 'Grop Belajar Daring'.

Data Collection Technique

The data collection technique is an important step in conduct research, because the data collected will be used as material for analysis in research. In this research, data collection techniques used interview, observation and documentation. Interview is an oral question and answer process, where two or more people physically face each other, one of which can see the others face and hear with own ear from a voice. (Sukandarrumidi, 2006: 89). Observation is a way collect data by making observations of ongoing activities. Documentation is data collection techniques by collecting and analyzing documents, both written, pictures and electronics (Moleong, 2011: 216).

Data Analysis

Data analysis is process of searching and compiling systematic data from interviews, observation and documentation in a way organize data and choose which ones are important and which ones need to be studied and make conclusions so that they are easy to understand. There were two research questions in this study. The first question was answered by using qualitative research methodology. Data analysis techniques used in this research is a qualitative analysis used by researchers as stated by Miles and Hubberman, namely data collection, data reduction, data presentation and steps the last is drawing conclusion. First step is analyzed in its capability to adopt multiple-choice English subject test. The second one is the challenge to use Google Form at MTs N 6 Tulungagung, especially in VIII A grade. This research was carried out online using WhatsApp as the main communication application. Data are collected through interview, observation, and documentation. For the procedure of the data collection, the researcher firstly does an interview to find out some information with an English teacher that used to support answering the research questions. Secondly, it used observation in the WhatsApp group to observe when the teacher was teaching. Next, the researcher took the documentation from WhatsApp Group, Google Form, and gurusiana.id.

FINDINGS

This section is a part that contains the analysis of research data obtained by the author through data collection methods. The data collection method used in this research is the interview method and the observation method as the main method. The author's interview method is used to obtain data directly about the effectiveness of using Google Form as an evaluation medium with the main sources. While the author's observation method is used to dig deeper information about the effectiveness of using Google Form as an evaluation medium. In addition, some documentation becomes secondary data in this study. In addition to

conducting interviews, the authors conducted online observations. This observation was carried out to obtain more in-depth information about the role of the teacher and the responses of VIII A grade students at MTs N 6 Tulungagung after previously conducting interviews with Mrs. Umi Maghfiroh, S.Pd as English teacher in the class. The results of these observations to strengthen the data obtained from the results of interviews. Data from the results of interviews and observations observasi acts as primary data, while the data resulting from documentation acts as secondary data. Furthermore, in this study the primary data that has been collected will be analyzed. While the data from the documentation is used to support and complete the interview and observation data. After all the data is collected, then the writer analyzes the data. The data is described and then concluded using inductive and descriptive methods, which describe the object of research in real terms and what it is in accordance with the facts in the field to then draw general conclusions or generalizations.

Interview

Interviews in this study were conducted on Saturday, April 10, 2021 using the chat feature on the Whatsapp application. The student is one of the VIII A grade students of MTs N 6 Tulungagung who uses Google Forms in English evaluation activities in the class. Before the interview, the researcher explained in advance the details of the effectiveness of the evaluation media. Here is a summary of the interviews:

Is the use of Google Form as an evaluation medium effective?

"Efektif mbak, alasannya karena mudah dipakai dan sebelumnya juga sudah sering menggunakan Google Form buat kuis, kalau ngga ulangan harian. Selain itu gurunya enak, ngga garang kek guru matematika, hihhi."

What are the challenges to using Google Forms as an evaluation medium?

"Sinyalnya kadang ngga bagus jadi bikin panik kalau ada tugas mba."

Expert Interview

The interviewee was an English teacher. The interview in this study were conducted on Sunday, April 18, 2021 using Group Calls on the WhatsApp Application. Here is a summary of the interviews:

How many students?

"At our school the average number of students per class is 30 to 32 students. Class 8 itself consists of 11 classes A to K."

Mention the evaluation media that have used in that class other than Google Form?

"They also use quiz and whatsapp media for evaluation. They use quiz when daily evaluation or just little quiz in daily school."

What is the reason using Google form as an evaluation media?

"The main reason for choosing Google Form as a medium for student evaluation is the availability of the Scoring feature for multiple choice questions. Mrs. Umi considered that this feature made it easier for the teacher to do the evaluation. For the score teacher just see in the scoring system. When some student do the evaluation more than one time

teacher will divide the value according to how many time the student do. If the highest score is taken then it is unfair for student who do it once and get good score. In addition, Google Forms is a medium that has been recognized by many students."

When will evaluation take place? It is after each lesson or certain of time?

"The evaluation will take after 3 material (daily evaluation), mid test, and final test. Student will give time 1 week Thursday - Wednesday at 11 PM. Teacher have to text in class group to remember the student to finish the evaluation."

What the reference used to make the learning evaluation question material?

"Teacher use reference text book like Erlangga, Yudhistira, and 3 Serangkai for make learning evaluation."

Are there any difficulties in the evaluation?

"Constraints experienced from the evaluation process using this Google Form are that sometimes students forget their email passwords, network errors and the most common problems are students who have not been able to manage time between school and personal activities at home so it is difficult to contact or forget to contact them assignment given."

How to solve that?

"Teacher instruct finish the evaluate first like use parent handphone or other than student have to make sure the name when do evaluate."

What the student responses using Google Form as evaluation media?

"Student give good respond when using Google form because it's not first time they to use."

How the system use Google Form in evaluation?

"Student will give time 1 week Thursday - Wednesday at 11 PM. Teacher have to text in class group to remember the student to finish the evaluation. For the score teacher just see in the scoring system. When some student do the evaluation more than one time teacher will divide the value according to how many time the student do. If the highest score is taken then it is unfair for student who do it once and get good score."

It is effective use GoogleForm as an evaluation media?

"It's really effective. Because student not have come to school in pandemic for collecting the evaluation test. Specially for teacher it's really easy, simple and flexible."

What the advantage and disadvantage using Google Form?

"The advantage for teacher it's really easy, simple and flexible. The teacher don't need to correct each student paper but simply arrange and see the final score. The disadvantage sometimes students forget their email passwords, network errors and the most common problems are students who have not been able to manage time between school and personal activities at home so it is difficult to contact or forget to contact them assignment given."

Documentation

In this study, the documentation that used by the researcher is a manual interview script (handwriting), chat in the WhatsApp application, active Google Form assignment links and related teacher articles on gurusiana.id. Documentation is used as secondary data or to support this research.

Observation

In this study, observation were made starting on Thursday, April 22, 2021 online using chat groups on the WhatsApp application regularly. The chat group consists of all teachers who teach in class 8A MTs N 6 Tulungagung and 38 students in that class. From the observations of the researchers during the observation, before starting the evaluation activities the teacher would greet the students as well as give some simple instructions as an opening activity and include a link to the Google Form assignment. When some students score below the criteria, the students will be contacted personally to do remedial assignments using the same assignments as before.

1: rarely
2: once in a while
3: sometimes

Table 1. Observation Table.

EXPLICIT CURRICULUM:

No.	How well does the teacher teach the core subject?	1	2	3
1	Teacher is prepared for the class.	✓		
2	Teacher knows his/her subject.	✓		
3	Teacher is organized and neat.		✓	
4	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	✓		
5	Teacher is flexible in accommodating for individual student needs.	✓		
6	Teacher is clear in giving directions and on explaining what is assignments and tests.	✓		
7	Teacher allows the students to active in class.	✓		
8	Teacher manages the time well.		✓	
9	Teacher returns homework in a timely manner.		✓	
10	Teacher has clear classroom procedures, so students don't waste the time.	✓		
11	Teacher grades fairly.	✓		

No.	How well does the teacher teach the core subject?	1	2	3
12	Teacher gives the feedback on homework and assignment to the students.	✓		
13	Teacher gives the score to the students.	✓		
14	Teacher is creative in developing activities and lesson.	✓		
15	Teacher encourages students to speak up and be active in the class.	✓		

DISCUSSION

Description of Research Location

The use of Google Form as a media evaluation is one of the solutions to problems in the pandemic era. In grade 8A MTs N 6 Tulungagung which consists of 32 students. In this research, the use of Google Form is controlled and monitored by Mrs. Umi Maghfiroh, S.Pd as the English teacher in the class. In an interview conducted by researchers on April 22, 2021 via WhatsApp Group call, Mrs. Umi Maghfiroh, S.Pd has also used Google Forms before the pandemic era to create student profiles. The use of Google Form as an evaluation medium is currently carried out for daily evaluation, mid test, and final test. The teacher gives a week for students to do their assignments. This provision is made because each student has their own obstacles such as the internet network or they have other activities.

“Evaluasi yang dilakukan dengan Google Form itu ketika ulangan harian, MID test, dan final test. Siswa akan diberikan waktu 1 minggu, kalau di kelas 8A dari Kamis sampai Rabu depan pukul 11 malam. Selama proses tugas atau ujian itu guru harus mengirim chat atau SMS kepada siswa untuk segera menyelesaikan hasil evaluasi.”

“Mereka menggunakan Google Form sebelum pandemi, tetapi mereka menggunakan untuk profil siswa ketika mereka menjadi siswa baru setiap kelas. Jadi Google Form bukanlah aplikasi baru jika digunakan untuk media evaluasi pembelajaran dan test.”

So, the use of Google Form as an evaluation is a familiar thing. Both students and teachers have used it.

The Effectiveness of Using Google Form as an Evaluation Medium

The use of Google Forms as a evaluation medium is very effective in the pandemic era. Google Form is easy, simple, and flexible because students and teachers do not need to meet face to face to collect assignments to reduce the risk of spreading the Covid-19 virus. Based on the results of interviews conducted by researchers, Mrs. Umi Maghfiroh S. Pd assessed that the use of Google Form as an evaluation medium was effective.

“Google Form merupakan media yang effective untuk digunakan saat ini, karena siswa tidak perlu datang ke sekolah di kondisi pandemik untuk melaksanakan

ujian dan belajar. Sedangkan untuk guru sendiri, Google Form sangat membantu dalam pembuatan tugas dan scoring."

The statement above is also supported by the results of observations made by researchers in the field on Monday, May 6, 2021, when the teacher gave an instruction message to students in the WhatsApp Group to do the KD 3.13 Daily Test using Google Form. The evaluation materials have met the principles of good evaluation and the Google Form system also uses an effective feature in the form of a multiple-choice test (quiz feature). So the scoring test will appear automatically. One of the things that need to be considered in the effectiveness of media evaluation is the scoring system. Giving scores to students is a very important aspect so that teachers can provide assessments to students on learning outcomes clearly, so that students can measure their abilities and skills objectively. Based on the results of interviews conducted by researchers, Mrs. Umi Maghfiroh, S.Pd assessed that the use of Google Form as an evaluation medium has an easy and effective scoring feature.

"Fitur scoring di Google Form ini memudahkan guru dalam melakukan evaluasi karena kita bisa langsung meng-input nilai dalam bentuk soft file. Agar tidak terjadi kecurangan untuk penilaian guru lihat saja di fitur responden. Ketika beberapa siswa mengisi jawaban lebih dari satu kali maka akan bagi nilai sesuai dengan berapa kali siswa melakukannya. Jika diambil nilai tertinggi maka tidak adil bagi siswa yang melakukannya sekali dan mendapat nilai bagus. Selain itu, Google Forms merupakan media yang telah dikenal oleh banyak siswa."

Based on the results of interviews and observations made by researchers, the use of Google Form as an evaluation medium in VIII A grade of MTs N 6 Tulungagung is an effective medium for teachers and students.

The Difficulties of Using Google Form

Beside of the conveniences of using Google Form, there are also any difficulties to using it. The factors that make some students were difficult to using Google Form because it requires a stable internet network, the students have to help their parents and definitely they forgot email and password. In this evaluation most students have not been able to divide between school and personal activities. Even if they were not reminded by the teacher, students might forget to do the evaluation. Every day the teacher must always remind his students to do the evaluation.

"Seringkali murid-murid melupakan email password mereka, kadang juga ada gangguan sinyal atau susah sinyal, dan permasalahan yang sering terjadi itu mereka belum bisa membagi waktu mereka untuk sekolah dan membantu pekerjaan orang tua. Pernah pada saat ujian palah ada diantara mereka yang ngarit."

The statement above is also supported by the results of observations made by researchers in the WhatsApp Group on Sunday, May 30, 2021, Mrs. Umi Maghfiroh, S. Pd sent a message for students to do PAT (Final Exam) in the WhatsApp group and sent the exam materials to make it easier for students to study for the exam.

CONCLUSION

Based on the results of the research discussion, it can be concluded that the use of Google Form in the evaluation of online learning can be done if it meets the five requirements of the evaluation principle, namely: validity, reliability, authenticity, practical, and washback. In addition, in order for evaluation media to run effectively, teachers must pay attention to several things, such as preparing for the class, subject material, reference, type of evaluation, direction, criteria score, etc. These things are an effort of MTs N 6 Tulungagung to break the chain of the COVID-19 outbreak by not bringing students into the school area which is feared to be the cause of the spread of the COVID-19. The use of the Google Form application in VIII A grade MTs N 6 Tulungagung received a good response from teachers and parents because one of the advantages of using Google Form is that it is very easy to access and can minimize the costs needed when evaluating face-to-face learning (Offline). The use of Google Form also makes it easier for teachers to manage student scores. The learning evaluation carried out is a type of learning evaluation in the form of a test that aims to measure and assess student learning outcomes, especially cognitive learning outcomes related to mastery of learning materials. However, the test can also be used to assess learning outcomes in the affective and psychomotor fields which are applied to the Google Form so that students can easily carry out learning evaluations. Besides having many advantages, the use of Google Forms also still has some disadvantages. This deficiency is influenced by several obstacles experienced by students when accessing google forms such as weak signals. So in conclusion Google Form is an effective evaluation medium to use but we also need to prepare some things to make using Google Form easier, the main key is the internet. The use of Google Forms will not run smoothly without the internet.

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