The Use of Google Form Application in the Implementation of the Final Semester Summative Assessment of Indonesian Subjects

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Abstract

This study aims to analyze the effectiveness of using Google Form as a summative assessment tool in Indonesian subjects. This research was conducted on students at SMP Negeri 17 Serang City. The method used is qualitative with case studies. This approach was chosen in the study because it aims to describe and obtain an in-depth picture of the use of Google Forms in the implementation of summative assessments. The results of the study show that the use of Google Form increases student learning motivation, improves the quality of student learning outcomes, or makes it easier for teachers to manage assessment data. In conclusion, Google Form can be an effective alternative in the implementation of summative assessments in Indonesian subjects.

Keywords: Google Form, summative assessment, Indonesian, effectiveness, learning motivation, quality of learning outcomes

1. Introduction

After the pandemic that hit the world, including Indonesia, many aspects of life have changed, including the world of education. Since the beginning of 2020, educational institutions around the world, including Indonesia, have faced new challenges in implementing online and blended learning and assessment. One of the important elements in the educational process that is significantly affected is assessment, especially summative assessments which are usually carried out at the end of the semester to evaluate the achievement of student learning outcomes. After the pandemic ended, the use of technology has become a new trend in learning, including in conducting assessments. Now by utilizing technology, the assessment process can be done online. One of the platforms used in conducting assessments is by using Google Form.

Assessment is an integral part of learning. According to Poerwanti, et al. (2017:17), assessment functions as the basis for the implementation of evaluation of student learning outcomes in order to help students understand themselves, make decisions about the next steps, both for program selection, personality development and for majors, in this case closely related to the role of teachers as educators as well as supervisors. In addition, assessments also serve as a tool to get feedback that is useful for teachers and students in improving the learning process.

Conventional assessments are usually carried out using paper-based question sheets. However, with the use of technology, the implementation of assessments is carried out online, which offers efficiency and practicality.

Google Forms have become one of the popular solutions in the implementation of online assessments. As part of the Google Workspace ecosystem, Google Forms provides features that make it easier for teachers to design questions, distribute them to students, collect results, and analyze data automatically. The use of Google Forms in summative assessments provides significant convenience for teachers because this application can automate various processes, such as calculating scores and preparing student learning outcome reports. This allows teachers to focus more on analyzing learning outcomes without having to be burdened by time-consuming administrative tasks.

However, the implementation of technology such as Google Form also has its own challenges. One of the main obstacles is the limitation of technological infrastructure, especially in rural areas. Unstable internet networks, lack of adequate devices, and lack of digital literacy for students and parents are the main obstacles in the implementation of online assessments. In addition, devices with small screens, such as mobile phones, can also reduce the comfort of students when answering questions, especially in subjects such as Indonesian which often require comprehension of long texts. Nonetheless, Google Forms offers a number of advantages that are hard to ignore.

According to Rakhmi et al (2022) there are many advantages when we use Google Forms to conduct assessments, some of which are, namely (1) the questionnaire has a simple, concise, but professional appearance. This makes it difficult for respondents to find questions and answers to the questions they are working on; (2) There is a feature that allows users to enter photos into questionnaires. Template designs with diverse colors can be utilized to create attractive questionnaires; (3) There are various types of tests that can be used, such as multiple choice, checks, short answers, long answers, and others. Managers can also add videos from Tiktok, Youtube, or Instagram reels; (4) 100% free use. No payment is required in the use of Google Forms. Managers and respondents only need to connect their gadgets or laptops to the internet network; (5) Very easy dissemination. When it is connected to the internet network, the manager can share the link with the respondents. Only a link is needed to disseminate the questionnaire; (6) Easy accessibility. Different types of quizzes can be done immediately, anywhere and anytime; (7) the results are neatly arranged through Sheets. Managers can see directly the answers from the respondents. Then, the answers are also accompanied by information on the time of completion of the questionnaire (real time). In addition, Google Form-based assessments also provide an engaging learning experience for students. They found that the majority of students felt more comfortable using Google Forms than conventional methods due to their ease of access and intuitive interface design. In addition, according to the results of research conducted by Lestari & Putra (2020:140) that the use of Google Form shows that the learning outcomes of students who have completed reach 75.4% and are in the good classification of grade VII students at SMPN 17 Kota Serang.

The use of technology in assessments can also increase student engagement in learning. In line with this statement, Sulthoniyah et al. (2022) research on hybrid learning and blended learning models has been proven to have a positive influence on student learning motivation at MI Al-Karim Surabaya. However, what needs to be underlined is that no matter how great web/e-learning is in helping the learning process, the main focus is still the students themselves (Rusman in Munawaroh et al., 2018:357).

In the context of Indonesian lessons, Google Form also offers solutions to traditional challenges in assessment. For example, teachers can use the question randomization feature to reduce the risk of cheating, while the results of data processing automation can help teachers analyze student learning outcomes more quickly and accurately. However, the characteristics of Indonesian questions that require understanding long texts require more careful question design to ensure the comfort and effectiveness of the assessment.

This study aims to examine the effectiveness of the use of Google Form in the implementation of end-of-semester summative assessments in Indonesian subjects in grade VII. This research will also identify the benefits obtained, the obstacles faced, and provide recommendations to improve the quality of technology-based assessments. By understanding these factors, the results of this study are expected to be a reference for educational institutions in adopting technology to support more efficient and effective assessments.

2. Research Methods

This type of research is descriptive with a qualitative approach. According to Sugiyono (2022:15), the qualitative descriptive research method is an approach based on the philosophy of postpositivism and is used to research objects under natural conditions, where the researcher acts as the main instrument. This approach was chosen in the study because it aims to describe and obtain an in-depth picture of the use of Google Forms in the implementation of summative assessments. Data collection techniques are carried out by means of observation

and documentation studies. The observation used in this study is participatory observation, where the researcher is directly involved in the activities of the observed party or the source of research data. In this context, the researcher directly observed the implementation of summative assessments using Google Forms, including the process of working on questions by students and the interaction between teachers and students during the assessment. This observation is focused on understanding the challenges and effectiveness of using Google Forms in supporting the implementation of assessments in Indonesian subjects in grade VII. The documentation technique used aims to take documents from the questions used to compile the Sumitative assessment.

The validity of the data in this study is maintained through triangulation techniques. This approach aims to ensure the credibility of the data by confirming information obtained from various different sources and methods (Alfansyur & Mariyani, 2020:49; Permatasari et al., 2021:3762; Hasanah, 2016:23). For example, the observation data is compared and verified with data obtained through documentation studies.

The data in this study was analyzed using an inductive approach through several interrelated stages. The first stage is data reduction, which is to select, simplify, and focus the data from observations, interviews, and documentation studies on information relevant to the research objectives, so that unnecessary data can be eliminated to facilitate further analysis. Furthermore, the data that has been reduced is grouped based on specific themes, such as the effectiveness of using Google Form, the technical obstacles faced, and the responses of students and teachers to this application. The data that has been grouped is then systematically arranged in the form of descriptive narratives, tables, or diagrams to provide a structured picture and facilitate interpretation. Based on the data that has been presented, the researcher draws conclusions that reflect the main findings of the study, such as the effectiveness of Google Form as a summative assessment instrument and recommendations to improve the quality of its implementation.

This research was carried out in a grade VII learning environment in the Indonesian subject in a junior high school, with a focus on the implementation of end-of-semester summative assessments using Google Form as the main tool.

3. Results and Discussion

3.1. Results

This research was conducted to determine the use of Google Form learning media in the assessment of Indonesian lessons. This research produced various important findings related to the use of Google Form as a summative assessment medium in Indonesian subjects. The findings are summarized as follows:

1. Time Efficiency

Google Forms have been proven to improve time efficiency in the implementation of assessments. This application provides automation features to correct multiple-choice questions and short fills, so teachers don't need to make time-consuming manual corrections. The majority of teachers who participated in the study reported that the time it takes to process student grades is much shorter than conventional paper-based methods. In addition, students also feel that working on questions through Google Forms is faster and more practical because they can directly answer questions using personal devices such as mobile phones or computers without the need to be physically present in the classroom.

The use of Google Forms makes it easy to provide automation features for multiple-choice questions, which helps teachers make corrections in a short time. The majority of students feel that working on questions on Google Forms is faster than using paper. In addition, most teachers report that the time required for grade processing is much shorter.

The use of Google Forms makes it easier to create questions and collect answers from students. Teachers can easily compile questions in a short time and directly distribute the form to students. Furthermore, students can fill in questions according to the time given without the need to meet face-to-face with the teacher. After the assessment is complete, the results of the answers are automatically collected in Google Sheets that can be analyzed without the need for manual checking.

2. Ease of Access

Google Forms provide easier access to students to work on assessments, especially in a digital environment. Students can access the questions through their devices as long as they are connected to a stable internet connection. . This is supported by the theory that has been put forward by Munir (2017:45) that internet-based learning media makes it easier to access for students and teachers, especially in the digital era. The use of Google Form in assessment makes it easier for students to access the questions that have been given by the teacher through mobile devices (gadgets) or computers, provided that they have a stable internet connection.

3. Accuracy of Assessment

The use of Google Forms minimizes errors in value processing. Teachers can immediately get results for multiple-choice questions and short fills. On average, teachers say that the use of Google Form learning media minimizes human errors, and produces more accurate assessments.

4. Technical Constraints

The study also identified a number of technical obstacles in the use of Google Forms. These obstacles include limitations in assessing speaking and listening skills, the potential for cheating that is still possible even though the question randomization feature has been implemented, and dependence on devices and internet connections. This obstacle is a challenge, especially for students who live in areas with limited technological infrastructure.

3.2. Discussion

Based on the results of the study, although Google Form offers various benefits in the implementation of assessments, there are a number of aspects that need attention to increase its effectiveness as an assessment medium.

1. Time Efficiency and Accuracy of Assessment

The results of the study show that Google Forms can improve time efficiency and accuracy of assessment. These findings support Pratiwi's (2022:78) opinion that the use of digital-based learning media in assessments can speed up the process of collecting and evaluating exam results, as well as provide convenience in data management. Although there are many advantages to the use of technology in assessment. Furthermore, Pratiwi (2022:80) said that teachers should further develop the questions given to students, the questions given do not only test students' memorization, more than that they must make students think critically. Therefore, teachers are expected to create questions that focus on analysis and understanding of concepts to minimize cheating during the assessment process. However, the use of technology-based learning media can make it easier for teachers in terms of creating questions.

According to Dwi (2019:102), flexibility in making questions is one of the great advantages of using Google Form. With various types of questions that can be created, teachers have the freedom to adjust the question format according to the learning objectives. In the context of Indonesian lessons, this allows teachers to collaborate on questions related to text comprehension, language analysis, and writing and speaking skills, all of which can be assessed through Google Forms. In addition, the use of Google Forms in the assessment process also makes it easier for teachers to see the results of students' work. This is as said by Kusnadi (2021:55) highlighting that the results of the assessment that are directly recorded in the spreadsheet make it easier for teachers to analyze and assess student competency achievements more quickly and accurately. This greatly assists teachers in providing faster feedback, allowing students to know the results early and improve their understanding if needed.

2. Limitations in Skills Assessment

The limitations of Google Form in assessing speaking and listening skills are a significant challenge, especially for Indonesian subjects that require students to master various language skills. Speaking skills assessments, for example, require direct interaction between teachers and students, which Google Forms cannot facilitate. The alternative solution that can be done is that teachers can complete the online assessment with additional platforms such as Zoom or Google Meet to assess their speaking skills directly.

3. Potential for Fraud

While the question randomization feature helps reduce the likelihood of cheating, research shows that there is still a risk of collaboration between students or plagiarism in the implementation of assessments using Google Forms. One of the solutions is to design questions based on analysis and critical thinking that are not easy to find answers instantly on the internet.

4. Dependence on Devices and the Internet

Dependence on a stable internet connection and adequate devices is the main obstacle. This can lead to inequality in the implementation of assessments, where students who do not have adequate internet access or devices will have difficulty completing their assignments. One solution that can be provided is that schools can provide devices in computer laboratories or libraries as supporting facilities for students who experience problems.

4. Conclusion

The use of Google Form in the implementation of end-of-semester summative assessments in Indonesian subjects provides a number of significant benefits. This application improves time efficiency through the automation of grade processing, makes it easier for teachers to design and distribute questions, and provides flexible access for students. Another advantage is the ease of providing feedback to students quickly and accurately, thus supporting the achievement of learning objectives in a more effective and efficient way.

Nevertheless, the study also identifies several barriers that need attention. The limitations of Google Form in assessing speaking and listening skills show that this application is not fully able to accommodate all aspects of Indonesian learning. In addition, the potential for cheating and dependence on devices and internet connections is a significant challenge, especially for students in areas with limited technological infrastructure.

To overcome these obstacles, more varied assessment strategies are needed, such as combining the use of Google Forms with face-to-face methods or additional platforms that allow for face-to-face assessment of speaking skills. Teachers are also advised to design analysis-based questions to reduce the risk of cheating. In addition, the procurement of technological facilities in schools, such as computer laboratories and offline assessment systems, can be a solution for students who face obstacles in accessing devices or the internet.

With a more in-depth approach, Google Forms can continue to be optimized as an assessment tool that supports technology-based learning effectively. This conclusion is expected to be a reference for teachers and educational institutions to improve the quality of digital-based assessments in the future.

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