The Student's Perception of The Use of The Google Form Application for Assessment at Senior High School

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Abstract: Google Forms is an educational application that teachers use in teaching activities to assess students. Teachers usually create questions, quizzes, and assessments through Google Forms. This research investigated the student's perception of the Google Form application as an instrument for assessment that teachers use. The researcher used a quantitative descriptive method through an online Malang senior high school students' questionnaire. Twenty-nine students have used Google Forms in English learning for assessment, and to get more information about their perceptions in experiences using it, the researcher needs to give 16 questions in online questionnaires. The researchers found more than a few issues that stimulus the students' online learning process in assessment: In terms of utility, convenience of use, ease of learning, and satisfaction, 62.0% of participants believed that Google Forms is practical. 51.1% of them agree that the application is simple to use. The next component also agrees that 57.1% of the students went through easiness to learn how to utilize the software. The last is about the level of satisfaction; 61.8% of the students experience satisfaction. The results showed that oogle Forms can be very helpful in boosting students' abilities, skills, discipline, and impartial learning through instructional resources.

INTRODUCTION

Technology is becoming increasingly important for efficient education that improves learning, especially in the twenty-first century, as students' interest in technical and electronic devices grows, which is a powerful motivator for learning in the classroom (Daradoumis et al., 2018). Considering the advent of innovation and its function in education, a vast corpus of research studying the function of digital teaching in the learning process has evolved. They successfully enhance the interactive learning environment (Elmahdi et al., 2018; Haron et al., 2019). A handful of this research has demonstrated that technology's significant contribution to enhancing teaching, learning, and evaluation techniques can favor the students' knowledge and skills (Rahman et al., 2020). Additionally, the Department of Education and Culture's directives to school systems and the government to transition from classroom teaching to distance learning classes during pandemics require teachers and teaching staff to adapt their teaching strategies. This policy

forces the education system to close schools requiring students to complete their coursework at home (Prayudha, 2022).

While in the COVID-19 pandemic, the Indonesian Ministry of Education and Culture, under the leadership of Nadiem Makarim, issued an Administrative Note urging schools and other academic institutions, including vocational schools, to put off normal educational activities and motivate pupils to complete their coursework online. He advised educators to employ various online learning tools, including Rumah Belajar, Google Forms, Zoom, Quipper School, Ruang Guru, et cetera. These times, those e-learning platforms became well-known in Indonesia due to Their broad application and implementation among the relevant and potentially problematic concerns in connected education (Diana et al., 2021).

Online learning encompasses using an education management system (LMS) to hold static learning materials and facilitate dynamic and learner-centered resources is supported. We need to comprehend interface design concepts and the kinds of content appropriate for online learning to develop learner-oriented materials (Alkaromah et al., 2020). It highlights the steps material designers must take to build their content, whether instructional designers, lecturers, teachers, or instructors, to create materials aimed at learners. The stages before production and post-production make up the material development process. The considerable potential for the growth of internet-based learning in the future is illustrated by the emergence of online education innovations like MOOC supported by the increase of Internet network connectivity via mobile devices around the world, even in rural locations (Haron & Hussin, 2020)

While the pandemic, technologically dependent schooling was recommended. Virtually all educational institutions across the world use online instruction. Online education is nothing new today, and so many social media transfer information between teachers and students (Maulana Et al., 2021; Prayed, 2022). They also claim: "Online courses are a distributed and open supervised learning model utilizing instructional instruments or educational resources enabled by the web, rather than using online technology to assist the production of operational knowledge and instruction via significant engagement and connection. Both teaching and using instructional media are abilities that educators must possess. Today's educators must be proficient in some areas, including internet technology. Without considering the boundaries of time and location, the Net progressed hooked on a highly efficient and effective means of acquiring and disseminating data and information. Government, economy, society, and education are among the many facets of life currently impacted by the growth of internet technology.

The goal of today's education must be distinct from the abilities that instructors and students must possess to meet technological development expectations. To promote online learning, teachers employ various tools, including Google Forms. As a free tool, Google Form includes some features that promote student-teacher interaction, whether conducting evaluations or in a virtual online class. Both the teacher and the pupils receive assistance when learning online. However, the writer noticed some issues throughout the teaching process. Due to the low Net connection, more or fewer pupils could use Google Forms (Adelia et al., 2021; Alameri et al., 2020: Halim & Sulaiman, 2020).

Additionally, several of the students were unable to use it. To analyze that learning process by assessing students' impressions of Google Forms as a medium of learning is necessary. In this essay, students' opinions about Google Forms are expressed in light of their personal experiences. A sense is the feeling of an object, meeting, or link received from the memory of data and understanding of messages. It provides context for response to stimulus in recalling news and predicts a communication that incorporates interest, anticipation, enthusiasm, and recall (Ridho, 2020; Ridho et al., 2019).

Agung and Surtikanti (2022) explained that using it can promote perception as a stage in the whole procedure cycle, enabling us to modify our actions according to our situation. Thus, the pupil's perception can be characterized as the formed view following a particular event that requires modification. Understanding student perspectives is crucial because it enables professors to evaluate pupils' performance after discovering the results of their perceptions (Michotte, 2019). It is critical to consider the student's perception while assessing the effectiveness of a lesson. However, just a few research have examined students' perspectives on teacher evaluations and their desire to participate in the evaluation.

Students must participate meaningfully and actively since their input is the foundation and source of the data used to evaluate them. Students must freely contribute high-quality input to maintain the validity of student evaluation data. When teachers know their students' perceptions, they can alter or enhance any teaching or content delivery aspects that students dislike or find appealing. Thus, the learner's viewpoint is crucial, especially for lecturers or teachers. The opinions of the students were the main focus of this investigation on the usefulness, usability, learnability, and enjoyment of using online Google applications in online courses (Chen & Leon, 2003)

These elements are required to improve students' impressions of learning via the Internet pertinent to the goals of this research. They were Using the Google Forms program as a medium for student evaluation. Using the Online Google Application offers several teacher benefits, particularly when determining a pupil's subject-matter expertise. Online Survey is a corresponding web-based application that simplifies the layout of survey methods, interview questions, and quizzes with only a viewer app programming interface (API)—being elements of a technology-driven approach to aid students and teachers in the technique of developing skills experience and conducting assessments (Chaiyo & Nokham, 2017).

The lecturers can submit the students' grades, offer tasks, and provide some teaching materials so that everyone can immediately see how well they did in the course. Google Forms can also substitute for postponing when teachers are present from the city or occupied during class hours. Alim & Linda (2019) obtained that Google Forms can You may also preserve time-released and financial resources by employing inexpensive notebooks and various resources. In other words, Google survey respondents will spend less time and effort than usual. However, the fact that only some students have an online account poses a substantial obstacle to enjoying the benefits of online learning.

Some students need smartphones or data plans to facilitate their participation in online debates. Ventayen et al. (2018) revealed that Google is among the third-party tools for Education plans' complimentary offerings. In order

to streamline tasks, it encourages paperless instruction. It also facilitates teamwork. This research attempts to control the Google Form request's usefulness as an e- tool for learning for evaluation. The instructor and the students can quickly access and log in to this app on a smartphone. To enable pupils to access the learning environment, the teacher must create a class and provide them with a membership password. Through this program, students may turn in their assignments, edit them, and view the grades the lecturer has assigned them. Teachers should be competent in making and operating online learning tools (Santoso et al., 2020).

Additionally, it has some advantages, including being paperless. It is accessible from any device and everywhere where there is internet access to interact between teachers and students, provide feedback to kids, and tailor education. It contains a learning component that requires the professor to actively develop, manage, and give feedback to students on assignments. Ighalo (2011) concluded that utilizing Google Forms to develop reading abilities makes it easier for kids to learn to read. Most students found using Google Forms to be simple and beneficial. This research found that most students are ready for their new online learning environment. Students dominantly found that mobile/smartphone was the most popular tool to access online classes, and even some also owned laptops. Nahrisya (2021) conducted that the result could be seen clearly in the four categories provided in this article. The Google Form tool makes managing student work simpler for lecturers. Its popularity stems from its ease of usage advantageous for both students and teachers. The usage of Google Forms has been the subject of some research. According to Fitriah (2020), students believe that Google Forms should only be used as a facilitation tool, such as uploading papers, online quizzes, and making announcements. Unfortunately, teachers still believe this tool is unproductive because of its poor usability. Rinaldi et al. (2022) conducted university students' perceptions of Google Forms-based online assessment. Her title is "Google Form as an Online Assessment Tool to Improve the Students' Vocabulary Mastery, so she concluded how the students perceived low, medium, and high levels. Yunita (2019) stated that utilizing Google Forms Software has various advantages for instructors, particularly when evaluating the students' subject-matter mastery.

Another study on students' attitudes toward using Google Forms in online formative assessments was carried out by Rahmania & Mandasari(2021). She discovers that opinions about using Google Forms for their final exam among students are mixed. The use of Google Forms was regarded well for its simplicity. The pupils can become proficient in using it quickly. Another good reason for using Google Forms for the final exam is beneficial. Yakkop et al. (2021) found that the teachers' perception of Google forms-based applications in assessing English is classified into two categories, namely highly and moderately perceived on Google forms-based applications in assessing English. Besides that, the positive features of Google Forms as an EFL assessment tool are considered more efficient, practical, and simple, saving more time, money, and energy.
On the other hand, students think this site is helpful because they can easily upload the teachers' teaching materials. Numerous studies concentrate on Moodle's usefulness as an e-learning tool. According to Utami (2022), google form sebagai altenatif media pembelajaran jarak jauhselama pandemi cvid-19.

Assessment is essential in the course of instruction and study. According to Brown (2004), evaluation is a continuous process covering a more comprehensive range of topics. Information is gathered concerning a known target or goal via the assessment process (Kizlik, 2012). Before the exam, the teacher examines the pupils' progress in the learning and teaching process in an unconscious manner. A well-designed assessment allows students to reveal their proficiency while applying the skills and knowledge they have gained. Aside from that, teachers helped their students succeed in enthusiasm and demonstrate how effectively they have acquired the language by using proper classroom evaluation tools and techniques (Baranovskaya & Shaforostova, 2017). Teachers can evaluate students' learning during class activities using various evaluation methods. One assessment used in classrooms is formative assessment, which involves assessing students as they develop specific competencies and skills to support their ongoing development (Brown, 2004, p. 6).

We all know how crucial the evaluation process is to reflect the learning outcomes accurately. In other words, the instructor can evaluate how well the educational activities' learning objectives are satisfied. However, due to a lack of energy and other constraints in the classroom, teachers sometimes need help evaluating students' performance. Particularly when it pertains to classes, the assessment process can occasionally be a daunting task. Teachers frequently complain about having much work to do when evaluating the kids. Additionally, it is wise to assume that teachers will use web-based technology like Google Forms for purposes other than testing (Musdalifah et al., 2021). With many problems faced by professors and students involved in the procedure of learning and instruction at the moment of Pandemic Covid-19 from 2019 to 2023 in the classroom, the researchers want to know what the students' perceptions of using google forms in doing assessments when they separated from the distance between their house or different places are.

METHOD

The quantitative technique and descriptive methodology were employed in this investigation. According to Abdillah et al. (2021), qualitative research is based on famous observational inquiry. The quantitative approach is a research method that reflects the concept of positivism (phenomenology). In order to Qualitative research gathers and analyses non-numerical information (such as text, video, or audio) to better comprehend concepts, views, and emotions. According to Bhandari (2022), It can discover precise facts regarding a matter or stimulate new research ideas. Quantitative research includes collecting data, but qualitative research does not gather and examine numbers to perform statistical analysis.

A problem is described in descriptive research, a study. According to Sugiyono (2014), qualitative descriptive methods are used to observe an object being studied in its natural setting, with the researcher as the primary tool in the research. Descriptive research seeks to accurately and methodically define an inhabitant, situation, or phenomenon. A descriptive technique was adopted, which involved gathering, analyzing, and interpreting the data. According to Merriam (2009), in qualitative studies, the researcher attempted to convey their experiences, perceptions, and views regarding the subject being studied. According to Stake

(2010), qualitative research's effectiveness depends on people's perception of the topic and how much time has been spent on it.

This research was conducted in SMA Advent Dwi Abdi Senior Malang which consist of 29 studejnior nts. Random sampling was employed in this study, and questionnaires were sent through a Google form. The questionnaire in this study was a closed questionnaire in which the researcher provided relevant questions and answers to the participants. Deeper discussions about using Survey Form for assessments were conducted to 29 students of senior high school. Individual traits impact the procedure, especially when using a Google assessment form. Questions are created based on the responses provided by the respondents' questionnaire. After gathering the data, the following step evaluates it using various aggregate data descriptively explained after processes like data extraction, data display, and conclusion.

The questionnaire, which was provided to find out how the students felt about the English online assessment, featured 16 five-point Likert scale responses, including (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree. The researcher used a review of the research on perception theories to design this instrument. After completing all the contents in an online questionnaire, the students provided one response. Every response was gathered online using the aggregate data and was then descriptively explained after processes like data extraction, data display, and conclusion.

RESULT AND DISCUSSION

The findings section, which follows, presents the questionnaire's results from 16 questions about four factors are as follows:

Table 1. Pupils' responses to the questionnaire

Factors	Questions	SA(%)	A(%)	N(%)	D(%)	SD(%)
Usefulness	1) Does this program make you more productive?	25	64.3	10.7	0	0
	2) Does this program enable you to work more effectively?	25	67.9	7.1	0	0
	3) How beneficial is this application?	25	67.9	7.1	0	0
	4) Does using this application save you time?	18.5	48.1	29.6	0	3.8
Effortless use	1. How simple is this application?	21.4	57.1	21.4	0	0
	2. Is the use of this application straightforward?	28.6	53.6	17.9	0	0
	3. Is this application easy to use?	25	50	21.4	0	3.6
	4. Do you operate this program without following written directions?	10.7	35.7	28.6	17.9	7.1
	5. Can you immediately correct a mistake using it?	21.4	46.4	28.6	36	0
	6. Does it teach you how to utilize it?	17.9	64.3	17.9	0	0
Ease to learn	1. Can you quickly recall how to use it?	28.6	57.1	14.3	0	0

Satisfaction	1) Is using this application enjoyable?	25.9	63	11.1	0	0
	2) Does this application meet your needs?	25	64.3	7.1	0	3.6
	3) Does this program function as it should?	25	57.1	17.9	0	0
	4) Is this software fantastic?	28.6	67.9	3.5	0	0
	5) Is it simple to use?	39.3	53.6	7.1	0	0

Table 2. Recapitulation of pupils' answers

No	Factors	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	Usefulness	23.3	62.0	13.6	0.9%	13.6
2	Effortless Use	20.8	51.1	22.6	8.9	1.7
3	Ease to Learn	28.6	57.1	14.3	0	0
4	Satisfaction	29.4	61.8	9.3	0	0.7

According to the Table 2, 62.0 percent of participants believed the Google Form is efficient in terms of usefulness. 51.1 percent of respondents agree that the program is simple to use despite the ease of use. The following element concurs that 57.1 percent of the pupils had ease learning how to use the program. The final point concerns the degree of satisfaction; 61.8 percent of the students stated feeling satisfied.

The result showed that 62.0 percent of students think Google Forms is helpful in usability. Students can store the document resources using Google Surveys as a resource. Additionally, some instructors enjoyed posting the contents covered in class as a refresher after the lecture so students could access them. Teachers can teach their students to follow this up on assignments and projects. According to the results, a percentage of students felt that criticism they received via a Google form assisted them in bettering their work. However, another student disagreed, stating that such criticism addressed the surface level and did not affect their performance. Some students added that using Google Forms as supplemental learning material is beneficial in an EFL setting when English is not utilized in everyday discourse. So, Google Form was useful in teaching-leearning process.

Next, Google Forms usage among students: ease of use 51.1 percent of students said the app is simple to use. Since they can access this application on their laptops or cell phones running various operating systems, most students believe the platform is mainly ubiquitous regarding their educational activities (OS). For them, using Google Forms is simple; They have no significant issues with the features. In light of the findings, some students indicated that Google Forms is simple. Additionally, all resources, student assignments, and tests can be recorded clearly. So, Students can quickly review previously mastered content. Students can also view their scores when they develop in the Google form. It could be taken as students believing that Google Forms facilitates their electronic submission of the assignment because it can assist them in saving time and effort.

The third result showed that Googke Form was easy to learn. It could bee seen that 57.1 percent of the students reported ease when utilizing the Google form. For students, using Google applications is familiar. With the help of Google Drive, Google Documents, and other tools, they have maintained contact for many years. Even though Google Forms is new, they have no significant issues using it. They

can learn quickly by using Google Forms, especially when doing exams. Based on the findings, pupils' use of the Google form was relatively straightforward. They can use any format, including a computer, laptop, or phone, to acquire all Google form features. It is connected to everything because it is connected with an Email address. Google Forms, on the other hand, was relatively straightforward because it included several accessibility options.

Furthermore, 61.8 percent of students said that they were satisfied with their level of satisfaction. As a result of its qualities and advantages, including effective involvement in online classroom activities, simple structures for acquiescing connected errands, simple to retrieve citation books, and then an improvement in terms of pupil inspiration as a result of discussions via the Internet and activities, Google Form seems to get immediate feedback a great framework as an impactful tool for studying especially doing assessments.

This research result showed that most respondents thought Google Forms helped them study English beyond the classroom setting. It proved the statement of Kartika (2018) that argued online learning could be effective by collaborating self learning, learning personalisation, and simulation delivery or games. Furthermore, the research revealed that kids were in an English-speaking environment whenever they were not enrolled in school. The quality of the assignments and course content was adequate for online courses. Wijaya (2020) explained three benefits of using Google form, the first is it needs small budget. By using *Google forms* students do not need any more papers to print out or paperless. The second is it is effective since it only need to be shared by using e-mail or a certain link that can be accessed by smartphone. The third benefit is safe data storage; each form that has been made from respondents will be automatically saved in Google Drive. This statement in line with Siswanto (2022) statement which said that the using of digital technology in Google form lead into effectivity and efficiency in teaching learning process.

The application of Google form in teaching learning process in SMAS Advent Dwi Abdi Malang in line with Sanaki (2013) theory which explained that the goal of teaching media are delivering teaching material from teacher to students in efficient and effective way, keeping the students' concentration, and improving teaching quality. Next, Myusron, et al (2020) declared that the aim of teaching media using are for easier students in understanding the material and it must be easily accessed by students and teacher. Students can learn the material anywhere anytime which can be done by using Google form.

CONCLUSION

The ideal solution to meet people's requirements is digital classrooms. In this circumstance, students and educators must work and learn at home. Shifts present serious difficulties, particularly for those residing in less developed areas. According to recent studies, Google Forms is a valuable educational tool since it encourages students to actively engage in discussions and assignments, which enhances their learning. Consequently, most participants gave favorable feedback and embraced Google Forms as more than just a valuable and simple learning tool that enables them to learn whenever and wherever they want without speaking with their instructors or fellow students. Google Forms is simple because it enables pupils to approve, submit, participate in quizzes, and finish online assignments. In

conclusion, students view Google Applications in the subject area positively since they enable actual mastery.

SUGGESTION

Due to how simple it is, Google Form was recommended to be used in supporting students' learning. Additionally, the most excellent participants concurred that Google Forms is a fantastic learning tool to support in-person discussions and an incredible platform for teachers and students to collaborate. Using Google Forms may help each student develop their abilities and competencies. Beyond what is taught in class, students should conduct independent research. Students can learn new information by utilizing Google School's desire-driven active learning. The program is efficiently employed. However, various technological limitations, such as the inability of organization students to access the teachers' accounts, have also limited access to smartphones.

Additionally, the school still had limited access to Wi-Fi. Other students still need to find a suitable information strategy for participating in online discussion, and some even post their assignments using the accounts of their friends. The recommendation to use Google Forms is not just about the priceless utility resource; it also enables students to use the tools more imaginatively to produce practical mastery.

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