STUDENTS' PERSPECTIVE TOWARD THE IMPLEMENTATION OF GOOGLE FORM AS A DIGITAL LEARNING ASSESSMENT TOOL

Nursani[1], Zaiturrahmi[2], Novita Diana[3]

Jabal Ghafur University, Sigli, Aceh, Indonesia

Email: nursani31032020@gmail.com[1]

Abstract

The purpose of this research is to describe students' perspectives on the implementation of Google Forms as a digital assessment tool. This research uses a qualitative research design. Data collection was carried out through questionnaires and interviews. The research participants were 20 students in the second grade at Dassa Al-Aziziyah Islamic Senior High School. Data from 20 questions were distributed, and interviews with eight students were analyzed. Results were produced regarding students' perspectives on implementing Google Forms as a digital learning assessment tool. The research results showed that students have a positive perspective on using Google Forms from attractiveness, effectiveness, convenience, and efficiency. The efficiency aspect allows students to know the score directly. Thus, this provides efficiency and accuracy to the assessment system. Additionally, it makes it easy for students to answer questions by clicking on the answer rather than circling the question. Moreover, mandatory questions help students to fill in all the questions before submitting the test. Therefore, this will ensure that questions are answered. However, students have a negative perspective on using Google Forms regarding accessibility.

Keywords: *Students' Perspectives, Google Forms, Digital Assessment Tool*

INTRODUCTION

People live in a digital era where technological development and progress are very rapid, making life easier for people today. With the extensive internet network in the world, the

development of Information & Communication Technology (ICT) can have a big influence and changes to society, including in the education sector (Sun, X. 2020).

Education is the center of a country's progress; through education, it can be seen where a country will be taken with the progress of globalization and modernization (Gopinathan,S. 2021). Along with the nation's rapid progress, education has become an issue of particular concern to all parties, especially the government. Some of the fundamental problems with far-reaching innovations in education are to help schools effectively achieve their goals by implementing some better educational plan or practice (Woessmann, L. 2021).

The development of information technology has brought significant changes in the world of education, including in the role of teachers in educating students (Kullman,J 2021). The role of teachers is now not only as teachers in the classroom but also as facilitators who can utilize technology to improve the learning process. With digital technology, such as using Google Forms as a learning assessment tool, teachers must be more adaptive and creative in integrating technology into their teaching methods. For example, research by Johnson (2020) shows that using digital technology in learning can increase student engagement and assessment efficiency. Furthermore, data from the Ministry of Education and Culture (2019) revealed that over 80% of teachers who use digital technology feel that it helps them deliver material more effectively. This shows that the role of teachers in educating students using technology is significant in today's digital era.

The use of technology in education also presents challenges for teachers. One of the biggest challenges is how teachers can ensure that the use of technology positively impacts the learning process. As Smith (2022) stated, technology will only be effective if teachers have adequate competence in using it. In addition, a survey conducted by Anderson (2021) stated that 65% of teachers face difficulties adapting traditional teaching methods to digital technology. Therefore, training and professional development for teachers are essential so that they can make optimal use of technology. In conclusion, despite the challenges, the role of teachers in educating students using technology is crucial in creating a modern and effective learning environment.

Google Form is a digital tool teachers can use in the classroom learning process. This tool allows teachers to create, distribute, and analyze assessment forms such as quizzes, surveys, and assignments more efficiently. Implementing Google Forms in education is a very relevant innovation because it can increase interaction between teachers and students and simplify the evaluation process. Research conducted by Brown (2021) shows that using Google Forms can reduce the time needed for assessment by up to 50%, allowing teachers to focus more on teaching. In addition, a study from the National Education Association (2020) stated that 78% of teachers who used Google Forms felt increased student engagement during learning.

The effectiveness of Google Forms as a digital assessment tool is supported by various studies that show positive results. For example, a study by Smith (2019) revealed that 75% of students felt more motivated to complete digital assessments than traditional methods. This is also supported by White's (2020) findings that students' average scores increased by 20% after switching to digital assessments. The survey results by the National Education Association (2020) also stated that teachers find it easier to identify students' weaknesses and strengths through the analysis results provided by Google Forms. Based on these findings, it can be concluded that using Google Forms as a digital

assessment tool is efficient and effective in improving the quality of learning. These advantages make it a handy tool in the context of modern education.

However, the effectiveness of this instrument is highly dependent on the students' perspective as the primary users. Students' understanding and acceptance of using Google Forms can affect how they complete and respond to the assessment. Therefore, it is very important to know the students' perspectives on implementing Google Forms as a digital learning assessment tool at Dassa Al-aziziyah Islamic Senior High School.

This study aims to explore students' views regarding the implementation of Google Forms in digital learning assessment. By understanding students' perspectives, constructive input can be obtained to improve the quality and effectiveness of using Google Forms in the school. Through this study, it is hoped that solutions or suggestions for improvement can support the development of a more modern, efficient, and appropriate learning assessment system for today's educational needs. Therefore, the researcher wants to examine the students' perspectives toward implementing Google Forms as a digital learning assessment tool at Dassa Al-aziziyah Islamic Senior High School.

LITERATURE REVIEW

Students' Perspective
Perspective in the context of research often refers to the perspective of the research subject towards a particular phenomenon being observed or researched. The importance of this perspective in research lies in its influence on how individuals view, assess, and give meaning to the phenomenon being studied (Smith & Osborn, 2015). In this situation, students' views on using Google Forms as a digital assessment tool can reflect how students respond, accept, or reject the use of this technology in digital learning.

This perspective is not a fixed concept but rather dynamic and can change over time and individual experience. The students' perspectives in this study were greatly influenced by various factors such as previous learning experiences, ease of use of technology, and the effectiveness of the media in enhancing their understanding of the subject matter. According to Bandura (1997), an individual's perspective is primarily influenced by the interaction between their experience and their environment, including the education system and the digital tools used.

In addition, an individual's perspective can also be influenced by the social and cultural norms that apply in their environment. For example, technology acceptance in learning may be higher in a society accustomed to technology than in a more traditional culture. The Diffusion of Innovation Theory by Rogers (2003) also states that the characteristics of innovation influence the adoption of new technologies, the context of the social system, and the way the technology is introduced to the user community.

Furthermore, perspective also involves cognitive and affective aspects that reflect the individual's understanding and feelings towards the phenomenon. In educational research, understanding students' views can provide deeper insight into the effectiveness of the learning methods. For example, if students feel that Google Forms helps them access assessments quickly and efficiently, their views on using the technology are positive. Conversely, if they feel difficult and not helped, their views tend to be negative, which can be an evaluation for developing further learning methods.

Overall, the definition of perspective in the context of this study is critical because it helps researchers understand the views and experiences of research subjects. By clearly

understanding students' opinions on using Google Forms as an assessment tool, this study can provide more practical recommendations for improving digital assessment systems in the future. This knowledge is instrumental in designing better learning strategies for meeting student needs and existing technological developments.

Google Forms

According to Gavin (2019), Google Forms is a survey technology that enables anybody with a Google account to quickly send out questionnaires or surveys and receive data in a timely and organized. In addition, Ramaraj (2020) stated that Google Forms is a web-based application used to create forms for data collection purposes, so teachers and students can use it to make surveys, quizzes, or event organizations.

As a result of those definitions, we could conclude that Google Forms is a web-based app developed by Google that enables the user to gather data for quizzes, surveys, and event registration sheets. The data is collected through Google Forms and can be accessed through online spreadsheets. Thus, Google Forms could be used as an online assessment tool for summative assessment.

As stated by Mahmudi (2018), there are several advantages of using Google Forms, such as providing attractive display, various types of tests, easy access, automatical data collection, Economic and Easy Assessment, And free Application. Meanwhile, according to Mahmudi (2018), Google Forms has some disadvantages, such as poor Internet connection, ample RAM, unsupported audiovisual, and deficient video sources.

Assessment

Assessment generally refers to collecting, analyzing, and interpreting data about the abilities or performance of individuals or groups for evaluation and improvement. Assessment can be interpreted as a systematic evaluation step that aims to understand the extent to which learning objectives have been achieved through specific instruments or tools (Wilson, L. 2022). In education, assessment provides feedback to students and teachers regarding the effectiveness and efficiency of the learning program. This includes understanding the learning process and the development of students' knowledge, skills, and attitudes as measured through various data collection methods (Brown 2021).

Assessment is about collecting data and includes an in-depth analysis process to interpret the data. Interpreting assessment results requires consideration of various factors, such as the theoretical framework used, data collection methods, and the validity and reliability of the assessment tools applied (Kane, M. T. 2020). In addition, assessment results also function as a basis for decision-making regarding subsequent learning strategies. Therefore, it is important for educators to understand the fundamental aspects of assessment to effectively integrate the results into learning practices (Popham, W. J. 2019).

As an evaluation instrument, assessment has certain characteristics that distinguish it from other methods. The main characteristics of assessment are objectivity, reliability, and validity. Objectivity ensures that the assessment is conducted without subjective bias that may affect the results. Reliability relates to the consistency of the results obtained from repeated assessment implementation. Validity relates to the extent to which the assessment can measure what should be measured following the objectives that have been set (Stiggins, R. J. 2021). By considering these three characteristics, an assessment tool can be said to be effective if it is able to provide accurate results and is relevant to

the educational objectives to be achieved (Brookhart, 2022). Then, indicators of assessment success need to be reviewed through various aspects, including student learning outcomes, levels of competency achievement, and feedback from students and teachers. These indicators evaluate whether learning objectives have been achieved and how much the assessment improves the learning process. Good indicators reflect the quality and effectiveness of the assessment in measuring student abilities or achievements and function to identify areas that require further improvement (Shepard, L. A. 2021). Thus, the implementation of good assessments must be supported by clear and measurable indicators to guide the evaluation process more accurately and beneficially for all parties involved in education.

There are several kinds of assessment, such as: The first is diagnostic assessment. According to Alderson (2005), a diagnostic assessment is a test designed to point out the student's strengths and weaknesses. He also stated that focusing on students' strengths, allows the teachers to identify the level of the learner knowledge. Moreover, it also focused on student weakness, yet it enabled the teachers to see the possible areas the student should lead to a remedial. Based on the definition above, a diagnostic assessment is a test that the teachers conduct to see the student's strengths and weaknesses so the teachers can take remedial action for those students based on their weaknesses.

The second formative assessment is ongoing feedback given by the teacher to improve teaching and learning. According to Gultom (2016), formative assessment is a part of program development and evaluation that may be carried out to determine what is working well, what is not, and what problem to address. According to Ramsey and Duffy (2016), formative assessment is a systematic and continuous process that provides student feedback to improve student-specific concepts, skills, or standards.

The third summative assessment According to Dixon and Worell (2016), summative assessment takes place at the end of a segment of instruction, for example, the final exam, college entrance exam, and final performance. Furthermore, according to Baht (2019), summative assessment is conducted at the semester's or program's end to measure students' overall achievement. Besides he also stated that summative assessment is used to evaluate students from the whole syllabus.

Digital Assessment Tool

Digital assessment tools are digital technology-based tools used to assess and measure students' knowledge, skills, attitudes, and abilities through various formats, such as online tests, interactive quizzes, surveys, computer-based exams, and simulations. These tools can assist in the educational evaluation process by providing rapid feedback, in-depth analytical data, and flexibility in implementing assessments.

Khairil and Mokshein (2018) reveal that digital assessment offers unique and challenging opportunities for positive ongoing assessment. Digital assessment has a greater potential to measure complex learning skills, provide immediate feedback and scoring, and decrease the time and cost of inputting data manually. Computer-based or digital tools are designed for developing tests or quizzes to assess the acquisition of knowledge and skills in a particular domain. Some online tools provide the test in a game format, which is more attractive to young learners (Koc et al., 2015:45).

According to Ragupathi (2020), assessment designed well must set clear, establishing a reasonable workload and provide opportunities for students to self-learn, rehearse, practice, and receive feedback. Assessment should be able to provide students feedback

on their progress and help them identify their readiness to proceed to the next level of the module. Therefore, the assessment task should be designed as follows: (1) Elicit higher-order cognitive skills, (2) Develop a consequential basis for test score interpretation and use, (3) fair and free of bias, (4) Can be generalized and be transferable, at least across topics within a domain, (5) Ensure the quality of content is consistent with the best current understanding of the field, (6) Recognize the comprehensiveness, or scope, of content coverage, (7) Are high-fidelity assessment of critical abilities, (8) Are contextualized and meaningful to students' educational experiences, (9) Are practical, efficient and cost-effective. There are some kinds of online assessment media/platforms that teachers often use in learning: Google Classroom, Google Form, Kahoot, Socrative, Canva, and Moodle.

METHODOLOGY
In this study, the research used a case study as a research design; according to Creswell (2015), a case study is a qualitative approach that examines a particular case in a real-life context. This research used qualitative methods to collect the data. Creswell (2012) explains that qualitative research is a method for exploring and understanding the meanings that a number of individuals or groups of people ascribe to social or humanitarian issues. This research will be conducted at a senior high school. The object of this study was students at Dassa Al-Aziziyah Islamic Senior High School. The instruments used in this study were a questionnaire and an interview guide. The participants of this study consisted of 20 students in the second grade at Dassa Al-aziziyah Islamic Senior High School. It was selected by using purposive sampling. According to Creswell (2009), purposive sampling is selecting knowledgeable or experienced participants with a phenomenon of interest. The students in this class had experienced using Google Forms as a digital assessment tool at the end of the semester, so the researcher chose students from this class as participants in the study.

FINDINGS AND DISCUSSION
Students' Perceptions towards the Use of Google Forms as a Digital Learning Assessment Tool on the Aspect of Attractiveness, effectiveness, convenience, efficiency
First, this research aims to identify student perceptions regarding using Google Forms as a digital assessment tool. In this section, the researcher presents interpretations and a discussion of the results after obtaining the data. After analyzing the data, researchers determined students' perceptions of using Google Forms as an assessment tool by teachers. The following is a discussion after analyzing the data results.

Descriptive analysis of questionnaires and interviews shows that most participants have a positive perception of using Google Forms as a digital assessment tool. The positive perception of respondents shows that students get a lot of convenience and can see the grades they get directly after taking the exam online. Khairil and Mokshein (2018) also stated that online assessment offers several unique features and challenges in assessment as well as opportunities for positive ongoing assessment. Online assessments have greater potential for measuring complex learning skills, providing immediate feedback and assessment, and reducing the time and cost of manually entering data.

Respondents also thought using Google Forms as a digital assessment tool was more effective and efficient. Students expressed that online assessments were more effective

and efficient. It can be done anytime, anywhere, according to the schedule given by the teacher. There is no need to copy paper; need a pencil or pen. Experts say, "Online assessment can be done anytime and anywhere depending on the educator. This also allows for a more flexible learning pace. Computers can also handle items much larger than those printed on paper and pick items randomly from a pool of items" (Khairil and Mokshein, 2018). Students also feel more comfortable doing online assessments than paper assessments. Students also said that the features on the web or platform were beneficial and helped students carry out assessments. In addition, students are more confident in carrying out assessments online than on paper.

Although most students have positive perceptions of online assessments, there are also negative perceptions or obstacles. Respondents stated that the problem they experienced during online assessments was that the signals were sometimes not good so they had to start over from the beginning. Even though online exams do not use paper, students must prepare good signals. but that is not a problem for respondents because they don't get this often, only occasionally. So, as can be seen from the table that explains obstacles with the internet, respondents still agree to use Google Forms as a digital assessment tool.

Most respondents were also motivated to conduct online assessments, as compared to offline assessments. Most respondents believe that online assessments can train students' skills in using technology because there are still many students who do not know about the many benefits of technology today. This perception follows the theory that "Online classes and assessments can create unique circumstances and influence student motivation and attitudes. "Online assessment is more unique, fun, and truly meets the demands of the 21st century. Individual differences influence student success in motivation and achievement" (Khairil and Mokshein, 2018). Several students, through the questionnaire, honestly stated that they had searched for the answer on Google.

Students also do not need more time to carry out online assessments because they do not need to circle answers like on paper; respondents only need to click on the correct answer and just scroll in the evaluation up and down. This means that respondents do not need more time to conduct online assessments. but some state that there are some questions that require a long time to read the questions or understand them. This statement is related to the statement of Hricko and Howell (2006), who say that some people are more tired when reading text on the screen and that long passages may be difficult to read. on a computer because it requires scrolling horizontally and vertically.

CONCLUSION

As per the research findings, students hold both positive and negative perceptions regarding the use of Google Forms as a digital learning assessment tool. On the positive side, students appreciate the ease of use and practicality of Google Forms, particularly in final examinations. They find it convenient to have the flexibility to take the test anywhere and anytime with an internet connection, along with the ability to change answers without erasing previous responses.
Conversely, some students harbor negative perceptions of using Google Forms due to the requirement for a stable internet connection. This presents challenges for students with poor connectivity, leading to potential time loss in restarting the test from the beginning.

REFERENCES

Alderson, J.C. (2005). "Diagnosing Foreign Language Proficiency: The Interface between Learning and Assessment." *Continuum International Publishing Group*.

Anderson, G. (2021). "Challenges in Integrating Technology in Education." *Educational Challenges Journal*, 14(4), 102-115.

Baht, H. (2019). "Comprehensive Summative Assessments: Improving Educational Outcomes through Accurate Measurement." *Journal of Educational Evaluation*, 45(3), 312-326.

Bandura, A. (1997). Self-Efficacy: The Exercise of Control. W. H. Freeman.

Brown, A. (2021). "The Impact of Digital Tools on Classroom Efficiency." *Journal of Educational Technology*, 32(4), 421-435.

Brown, G. T. L. & Harris, L. R. (2021). "Assessment in Education: Principles, Policy & Practice." *Journal of Curriculum Studies*, 52(1), 34-50.

Brookhart, S. M. (2022). "Using Indicators for Evaluation." *Journal of Learning Assessment*, 56(3), 110-125.

Creswell, J. W. (2015). "*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*" Pearson Education, Inc.

Creswell, J. W. (2012). "*Qualitative Inquiry and Research Design: Choosing Among Five Approaches*" SAGE Publications.

Creswell, J. W. (2009). "*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*" SAGE Publications.

Dixon, H.G., & Worell, J.P. (2016). "Summative Assessment in Education: Purpose and Implementation for Student Achievement." *International Journal of Educational Research*, 73, 223-232.

Gavin, Derek. (2019). "Advantages and Applications of Google Forms in Academic Research." *Journal of Educational Technology*, 45(3), 211-220.

Gopinathan, S. (2021). "Globalization and the Role of Education in Sustainable Development." *Journal of Educational Change*, 22(3), 279-296.

Gultom, S. (2016). "Formative Assessment and Its Implementation in the Classroom." *Jurnal Pendidikan dan Kebudayaan*, 2(1), 112-126.

Hricko, M., & Howell, S.L. (2006). "*Online Assessment and Measurement: Foundations and Challenges.*" IGI Global, hal. 54.

Johnson, L. (2020). "Teachers as Facilitators in a Digital Learning Environment." *Journal of Educational Technology Development*, 15(1), 45-58.

Kane, M. T. (2020). "Validity and Reliability in Assessment." *Journal of Applied Educational Research*, 30(3), 200-215.

Khairil, L. F. F., & Mokshein, S. E. (2018). "Digital Assessment in Higher Education: The Influence and Impact on Student Learning." *Journal of Learning and Development*, 7(2), 45-63.

Khairil, L. F., & Mokshein, S. E. (2018). "21st Century Assessment: Online Assessment as a New Paradigm for Teaching and Learning." *International Journal of Humanities and Social Science*, 8(1), 92-99.

Koc, M., Liu, X., & Wachira, P. (2015). "Assessment in Online Learning: Challenges and Opportunities." *International Review of Research in Open and Distributed Learning*, 16(6), 29-45.

Kullman, J. (2021). "The Influence of Information Technology on Education: A Review."

Educational Research International, 10(2), 123-132.

Mahmudi, Rizky. (2018). "The Benefits and Drawbacks of Google Forms in Educational Assessments." *Journal of Educational Innovations*, 12(4), 102-110.

Merriam, S. B., & Tisdell, E. J. (2015). "*Qualitative Research: A Guide to Design and Implementation*" John Wiley & Sons.

Ministry of Education and Culture. (2019). "*Annual Report on Digital Technology in Education*."

National Education Association. (2020). "The Role of Digital Tools in Enhancing Student Engagement." *Educational Research Journal*, 38(3), 289-301.

Popham, W. J. (2019). "Effective Use of Assessment Data." *Educational Leadership Review*, 61(4), 45-54.

Ragupathi, K. (2020). "Principles of Effective Assessment: Balancing Student Workload and Learning." *Journal of Educational Assessment*, 25(3), 231-243.

Ramaraj, Krish. (2020). "Utilization of Google Forms in Educational Settings." *International Journal of Educational Tools and Technologies*, 8(2), 33-40.

Ramsey, K., & Duffy, T. (2016). "Systems Thinking in Formative Assessment: A Perspective for Creating Student-Centered Learning Environments." *Journal of Educational Research*, 109(4), 382-392.

Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). Free Press.

Shepard, L. A. (2021). "Improving Educational Outcomes through Assessment." *The Learning Sciences Journal*, 44(2), 83-98.

Smith, R. (2022). "Teacher Competency in Digital Technology: A Critical Review." *Journal of Digital Learning,* 18(2), 67-79.

Smith, J. (2019). "Digital vs. Traditional Assessment: Student Motivation and Performance." *Journal of Digital Learning*, 27(2), 112-125.

Smith, J. A., & Osborn, M. (2015). Interpretative Phenomenological Analysis: Theory, Method and Research. *SAGE Publications Ltd.*

Stiggins, R. J. (2021). "Characteristics of Effective Assessments." *Journal of Teacher Education,* 72(1), 15-29.

West, M. R., & Woessmann, L. (2021). "The Role of Innovation in Education: From Technological Adoption to Learning Outcomes." *Economics of Education Review*, 82, 102092.

White, L. (2020). "The Impact of Digital Assessments on Student Performance." *Journal of Educational Innovation,* 33(5), 321-337.

Wilson, L. (2022). "Understanding the Principles of Assessment." *Journal of Educational Evaluation,* 45(2), 123-130.

Yu, S., Sun, Z., & Sun, X. (2020). "Digital Transformation in Education: The State of ICT Integration and E-learning in Schools Worldwide." *Journal of Computer-Assisted Learning,* 36(4), 367-387.