

Analysis of the Use of Google Forms in the Assessment Process of Distance Learning at SMP Rahmat Islamiyah Medan

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Abstract: This study aims to analyze the use of Google Forms as an evaluation medium in the assessment process of distance learning at SMP Rahmat Islamiyah Medan. The research method used is descriptive qualitative with data collection techniques including observation, interviews, and documentation. The results indicate that Google Forms provides convenience for teachers in creating, distributing, and correcting evaluation questions efficiently. Additionally, students responded positively as they could easily access exam questions through digital devices. Although there were some obstacles such as unstable internet connections and limited device availability, overall the use of Google Forms improved the effectiveness and efficiency of the distance learning assessment process. This study recommends ongoing training for teachers and improvement of digital facilities to support technology-based learning.	Keywords: Google Forms; Assessment; Distance Learning; Digital Evaluation.
Abstrak: Penelitian ini bertujuan untuk menganalisis penggunaan Google Formulir sebagai media evaluasi dalam proses penilaian pembelajaran jarak jauh di SMP Rahmat Islamiyah Medan. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan Google Formulir memberikan kemudahan bagi guru dalam membuat, mendistribusikan, dan mengoreksi soal evaluasi secara efisien. Selain itu, siswa merespons positif karena dapat mengakses soal ujian dengan mudah melalui perangkat digital. Meskipun terdapat beberapa kendala seperti koneksi internet yang tidak stabil dan keterbatasan perangkat, secara umum penggunaan Google Formulir meningkatkan efektivitas dan efisiensi dalam pelaksanaan evaluasi pembelajaran jarak jauh. Penelitian ini merekomendasikan pelatihan berkelanjutan bagi guru dan peningkatan sarana digital untuk mendukung pembelajaran berbasis teknologi.	Kata Kunci: Google Formulir; Penilaian; Pembelajaran Jarak Jauh; Evaluasi Digital.

A. Introduction

The development of digital technology has brought significant transformation to the field of education, particularly in the learning evaluation system. Technology is no longer just a teaching aid, but it plays a vital role in assessing student learning outcomes. Google Forms has emerged as one of the

most widely used tools for conducting evaluations digitally, especially in distance learning situations.

The COVID-19 pandemic has strongly encouraged educational institutions to adopt online learning models quickly. In this context, Google Forms has become an accessible and practical alternative for both teachers and students. This platform enables teachers to design assessments, distribute them online, and automatically grade student responses (Purwanto et al., 2020).

Evaluation is an essential part of the learning process as it functions to determine how far students have achieved the intended learning objectives. Moreover, evaluation provides feedback to teachers regarding the effectiveness of the teaching strategies used (Sudjana, 2009). Therefore, evaluation media must be relevant and adaptive to technological advancements.

Google Forms is a product of Google that allows users to create surveys, quizzes, or evaluation forms accessible online. This platform is very practical since the results are automatically saved in Google Drive and can be processed in the form of graphs or spreadsheets (Ratnasari & Fitria, 2021).

At SMP Rahmat Islamiyah Medan, Google Forms has been actively used as a learning evaluation medium, especially during distance learning sessions. Its usage is considered practical and capable of addressing the challenges of time and space limitations during the pandemic. Teachers can create assessments from home and share them with students through accessible links.

However, the implementation of Google Forms as an assessment tool is not without challenges. Some students experience technical issues such as unstable internet connections and limited access to digital devices. On the other hand, some teachers are still not fully skilled in utilizing the features optimally (Handarini & Wulandari, 2020).

Despite these challenges, using Google Forms offers many benefits. For instance, automatic grading helps teachers save a significant amount of time. In addition, evaluation data can be systematically analyzed to view overall student learning achievements (Astuti, 2020).

Google Forms also aligns with the principles of authentic assessment, as it allows teachers to create context-based and problem-solving-oriented questions. With features such as file upload, long paragraph answers, and multiple choice options, teachers can design more varied and subject-relevant evaluations (Widiastuti, 2020).

The utilization of digital technology such as Google Forms is expected to be not just a temporary solution but also a part of long-term innovation in Indonesia's educational system. Technology-based learning and assessment

should continue to develop even in face-to-face learning situations in the future (Nugroho et al., 2020).

This research is important to explore teachers' and students' perceptions of using Google Forms and to assess its advantages and disadvantages in the online assessment process. This will provide a realistic overview of the tool's effectiveness in a primary education setting.

Furthermore, this study also contributes theoretically and practically to the development of technology-based assessment media. Teachers can gain insights into how to optimize the use of Google Forms to better fit their classroom needs.

Through this research, effective, efficient, and adaptive implementation strategies for Google Forms can be identified, taking into account factors such as students' socioeconomic conditions, digital literacy, and school infrastructure.

This study uses a descriptive qualitative approach with data collection techniques such as observation, interviews, and documentation. The subjects include teachers and students who have used Google Forms for evaluation activities during distance learning.

The study mainly focuses on the technical, pedagogical, and psychological aspects of using Google Forms. Thus, the results will not only reflect technical effectiveness but also illustrate students' comfort and learning experience with digital media.

Based on the aforementioned background, this research aims to deeply analyze the practice, benefits, and challenges of using Google Forms in the assessment of distance learning at SMP Rahmat Islamiyah Medan. The results are expected to serve as a reference for designing better digital assessment strategies and policies in the future.

B. Method

This research employs a descriptive qualitative approach, aiming to provide an in-depth description of the use of Google Forms in the assessment process of distance learning at SMP Rahmat Islamiyah Medan. The qualitative approach is chosen as it is suitable for exploring phenomena contextually and understanding the meaning behind user experiences, particularly those of teachers and students, regarding the use of digital-based evaluation media.

The subjects of this study consist of teachers and students of grades VII and VIII at SMP Rahmat Islamiyah Medan who have actively used Google Forms for assessments during the distance learning period. The subjects are

selected using purposive sampling, based on the criteria of active involvement in using Google Forms for evaluations. The selected teachers are those who frequently use Google Forms for daily assessments and mid-semester exams, while the students are those taught by these teachers and who regularly participate in assessments via Google Forms.

Data collection techniques in this study include observation, in-depth interviews, and documentation. Observations are conducted to examine teacher and student activities in using Google Forms, from question design, implementation of assessments, to scoring. In-depth interviews are conducted with selected teachers and students to gain insight into their personal experiences, including the benefits, ease of use, and obstacles encountered. Documentation involves collecting physical evidence such as evaluation results, screenshots of the forms, and score reports exported from Google Sheets.

The data analysis technique used is the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing. Data obtained from observations, interviews, and documentation are reduced to filter relevant information, then presented in descriptive narrative form. Afterward, preliminary conclusions are drawn and tested again through data triangulation to ensure the validity and reliability of the information.

To ensure the trustworthiness of the data, the study applies several validation techniques, including source and technique triangulation, member checking, and prolonged engagement. Triangulation is carried out by comparing data from various sources (teachers and students) and methods (observation, interviews, documentation). Member checking is conducted by asking the informants to confirm the accuracy of the transcribed data. Additionally, the researcher maintains prolonged engagement in the field to deeply understand the research context.

With this research design, it is expected to obtain a comprehensive understanding of how Google Forms is implemented in distance learning assessments, its strengths and challenges, and how both teachers and students perceive its effectiveness. The findings of this study are expected to provide input for the school to further develop a more effective and sustainable digital-based evaluation system in the future.

C. Results and Discussion

This research has yielded several key findings regarding the implementation of Google Forms as a digital evaluation tool in the context of distance learning at SMP Rahmat Islamiyah Medan. These findings were

obtained through a series of direct classroom observations, in-depth interviews with teachers and students, and documentation of assessment materials and student results.

First, in terms of practical application, nearly all participating teachers stated that Google Forms has become their primary tool for conducting assessments since the implementation of distance learning. Teachers use Google Forms to create multiple-choice questions, short answers, and open-ended essay questions. They take advantage of features such as randomized question order and time limits to maintain test integrity. Additionally, teachers integrate Google Forms with Google Sheets to analyze test results directly and systematically. Observations showed that teachers with high digital literacy were able to maximize these features, whereas others with moderate or low digital skills tended to use only the basic functions.

Second, in regard to assessment efficiency and effectiveness, teachers acknowledged that using Google Forms significantly reduced the time, effort, and resources required to conduct assessments. The process of creating, distributing, collecting, and grading tests became more structured and efficient. For example, for daily quizzes, teachers could reuse existing forms with only minor modifications. The auto-grading feature for multiple-choice questions allowed teachers to instantly obtain student scores without manual correction. This accelerates the feedback cycle and contributes to improving student motivation and learning performance. These findings are consistent with Astuti (2020), who states that Google Forms supports teacher efficiency in digital assessment tasks.

Third, from the student perspective, the majority of students responded positively to the use of Google Forms. They reported feeling more comfortable and assisted when taking tests, as they could access them anytime and anywhere within the specified timeframe. The platform's simple, user-friendly interface and its responsiveness across various devices (smartphones, laptops, tablets) made it easy for students to complete assessments. However, some students faced difficulties due to limited internet data, unstable connections, or lack of personal devices. In several cases, students had to borrow their parents' phones or take turns using a device with their siblings.

Fourth, in terms of technical challenges, several teachers reported that while Google Forms is generally easy to use, there are specific obstacles that require further attention. For example, not all teachers had received formal training on how to use advanced features, so many learned through self-study or by relying on peer assistance. On the student side, limited access to devices

and low digital literacy were significant barriers. Some students struggled to log in to their email accounts, access test links, or submit their answers correctly. Additionally, teachers expressed concern about the potential for academic dishonesty due to the lack of direct supervision during home-based assessments.

Fifth, regarding the impact on assessment quality, the use of Google Forms encouraged teachers to become more creative and innovative in designing their questions. Teachers began moving away from traditional multiple-choice formats and started incorporating real-life scenarios, simple case studies, and reflective questions that foster critical thinking. This shift aligns with the concept of authentic assessment, as described by Widiastuti (2020), in which digital assessments should not only measure cognitive knowledge but also promote higher-order thinking skills and student reflection.

Sixth, in terms of future improvements and development, most teachers suggested that schools should provide ongoing technical training on digital platforms, particularly Google Workspace for Education. They also recommended that standardized operating procedures (SOPs) be established to regulate the use of Google Forms as an official assessment tool, ensuring consistent quality across all grade levels. Additionally, teachers proposed that the school provide device support or internet subsidies for underprivileged students to ensure fair and equitable participation in assessments.

Overall, the findings of this study indicate that the implementation of Google Forms as a distance learning assessment tool at SMP Rahmat Islamiyah Medan has had a positive impact on the effectiveness and efficiency of the evaluation process. Despite several challenges related to technical infrastructure and human resource readiness, both teachers and students showed strong enthusiasm and acceptance of this innovation. This study also highlights the importance of supportive policies, sufficient infrastructure, and continuous professional development so that digital assessment tools like Google Forms become a sustainable part of 21st-century teaching and learning strategies.

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