Learning from Home Activity Using Google Form Application toward Online Learning Assessment in Elementary School

Yeni Hadianti✉, Bachrudin Musthafa, and Ulfah Samrotul Fuadah

Program Studi Pascasarjana Pendidikan Dasar, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ yenihadianti@upi.edu; dinmusthafa@upi.edu; ulfah.sfuadah@upi.edu

Abstract: The research is based on the urgency of Indonesian learning in the Covid-19 pandemic situation. In the covid-19 pandemic, some strenuous effort is needed to prevent or stop the virus spread. One action in dealing with the covid-19 pandemic situation is Learning from Home. One application that is used in Learning from Home is Google Form. This study aimed to determine the implementation of Learning from Home using Google Form application toward online learning assessment. The research used Pre-experimental design methods One Shoot Case Study type with grade 3 students of Cimahi City Elementary School as the research subject. The result showed that Learning from Home with google form application has the fluctuation in assessment result based on a theme with the same material delivery technic. This result means that variations of media are needed to increase learning online results.

Keywords: Online Learning assessment, Indonesian, Learning from Home, Google Form.

INTRODUCTION

The number of people affected by the Covid-19 disease in Indonesia continues to increase every day. Based on data from the Covid-19 Handling Task Force on September 30, 2020, there were an additional 4,284 people who were confirmed positive for Covid-19, so that the total number was positive was 287,008. The spread of the virus is swift, making various countries implement various policies to reduce the spread of this virus. In several regions in Indonesia, to suppress the spread of the virus, a large-scale social restriction policy has been implemented which has implications for reduced activities carried out outside the home. Elementary school level education is one of the sectors most affected by it (Kurniasari, Pribowo, & Putra, 2020)

One of the PSBB policies to suppress activities outside the home is by implementing learning methods with an online system (Bulan & Zainiyati, 2020). Online learning is learning that can bring together educators and their students to carry out the learning process using the internet network (Kuntarto, 2017; Mulatsih, 2020)

The application of online learning can be made by utilizing several available platforms. These online learning applications can facilitate training and learning activities as well as formal and informal learning and teaching processes. In addition to online learning, it can also enable activities and community users of electronic media, such as the internet, intranet, CD-ROM, video, DVD, television, cellphone, PDA, and so on. (Darmawan, 2012).

The use of several online applications makes it easy for teachers to design methods, media, learning strategies according to the material to be provided. In online learning, there are many choices of applications that can be used and make it easier for students and teachers to carry out an effective and efficient learning process. One application that can be used for free is Google Forms.

Google Forms is an application that has many uses for the online learning process. According to Bulan et al. (2020), Google Form functions to provide assignments or exams online via a website page. In the Google form, there is room for sharing teacher and student data via a website page, creating online registration forms for schools, and being able to develop various

questionnaires so that they can collect other people's opinions through the website page. Google Form is an inseparable part of Google Docs. The function of Google Form is to collect data. This Google Form feature can be shared openly with everyone who has a Google account link (Batubara, 2016)

Home learning activities provide significant changes for teachers to assess student learning outcomes. In online learning assessments, teachers cannot supervise students when working on exam questions. Students can do this test from home in real-time according to the schedule that has been applied. Assessment or assessment in online learning is a process or an effort to obtain some information about student development during learning activities as material for decision making by teachers to find out and improve student learning processes and outcomes (Imania&Bariah, 2019).

Based on the urgency of learning assessment during Learning from Home, it is necessary to research to determine the evaluation of Learning from Home through the Google Form application for elementary schools.

Several studies related to assessments with Google Form showed that 60% of teachers could design online tests according to their respective subjects using the Google Form application. Participants' responses indicated that Google Forms could be used as an alternative evaluation tool that is practical, efficient, and effective (Abdurrahman, Siswayani, & Nurwanti). Other research shows that Google Form is considered capable of being used as an alternative to making evaluations. The results obtained from this study show that 100% of teachers have an interest in making evaluations through Google Form for four reasons, namely 33% think Google Forms provide convenience, 44% provide speed, 66% provide practicality, and 66% are more efficient (Mardiana & Purnanto, 2017).

In another study, it was stated that the use of the Google Form application was 77.25% of students scored above minimum completeness criteria in chemistry subjects at SMAN 1 Banguntapan (Mulatsih, 2020). Research using the Google Form application has been carried out a lot, but no comprehensive study has been conducted on all subjects, especially at the elementary school level. This research is expected to provide an overview of the results of the assessment while students study at home so that it can be evaluated for further learning improvements.

METHOD

The research method used is the method of Pre-Experimental Design Type One-Shot Case Study. In this research, the approach aims to obtain the influence of certain variables on other variables. The experimental research method is intended to investigate the ability of a cause-and-effect relationship by giving special treatment to one or more experimental groups and one or more experimental conditions. There is one class that will be given special treatment, and the results of the treatment are observed. Treatment is the independent variable (X), and the result is the dependent variable (O). According to Sugiyono (2015, pp. 108-109), the pre-experimental design is an experimental research design that is not yet serious. Because there are still external variables that influence the formation of the dependent variable, this has an impact on the assumption that the independent variable solely affects the experimental results. In a pre-experimental design, there is no control variable, and the sample is not randomly selected.

In this study, there was no control group, and students were given special treatment or instruction for some time. Research subjects in this study will get treatment by working on midterm assessment questions on class 3 subjects in aspects of knowledge and skills aspects, by using the Google Forms online application. Students work on the agreed-upon real-time questions.

Place and time of research

This research was conducted at Nur Al Rahman Islamic Primary School, Cibabat, North Cimahi, Cimahi City, West Java

Province. This research was conducted on October 5-7, 2020.

Research subject

The subjects of this study were students in one of the 3rd grades at SDIT Nur Al Rahman. The total number of students is 28 students, consisting of 14 female students and 14 male students.

Data collection technique

The data in this study were obtained by collecting data in the form of tests. The effectiveness of the assessment using the Google Form application is carried out through a test in the form of questions that must be answered by students. The assessment indicator of this test question is to answer the questions correctly.

RESULT AND DISCUSSION

The results of the assessment of learning from home using the Google Form application for class 3 students of SDIT Nur Al Rahman obtained some data. Data were obtained from thematic subjects consisting of Mathematics, Indonesian Language, and Civic Education. Other subjects are Cultural Arts and Crafts (SBdP), Physical Education, Sports, and health, Sundanese, English, and Arabic. In the aspect of knowledge, the average value data for all subjects is obtained as follows:
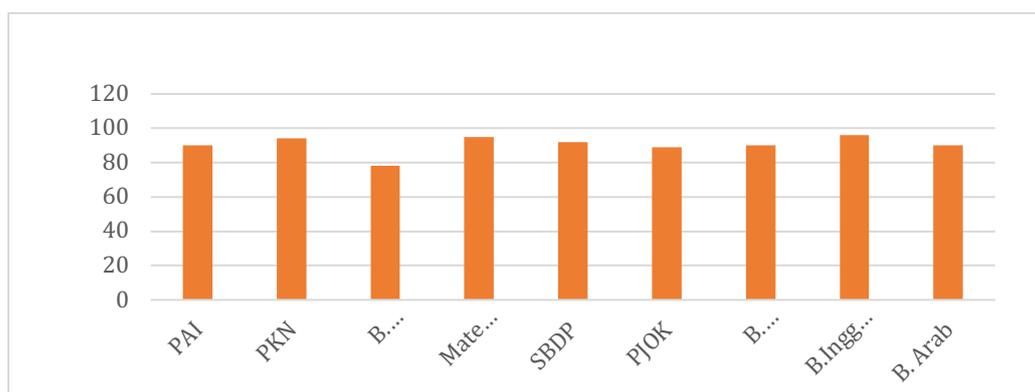

Figure 1. Average Daily Rating 1

Based on daily assessment data 1 carried out in the first month of online learning. Figure 1 shows all the average scores of subjects are above the KKM. The highest average score is 96 in the subjects of English, mathematics 95, and civic education 94. The average score in the SBDP 92 subjects, three subjects that get an average score of 90, for the average score of PJOK 89, and the lowest average score for Indonesian are 78.
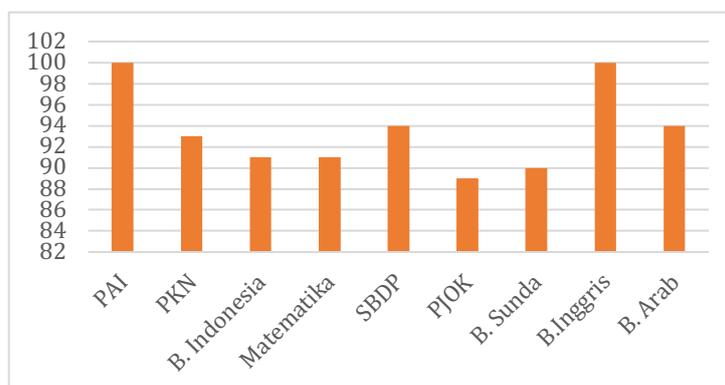

Figure 2. Average Daily Rating 2

Daily assessments are carried out once a month with the Google Form application. Based on daily assessment data 2 on PAI and English subjects, the perfect student score was 100, on the SBDP and Arabic subjects the average score of students was 94, in the civics education subject 93, in Indonesian and Mathematics subjects the average score.

The average student score is 91, Sundanese language subjects are 90, and the lowest average score is in the PJOK subject, namely 89. From the type of test in the form of multiple-choice questions using the Google Form application, the overall average score of students is above the KKM.
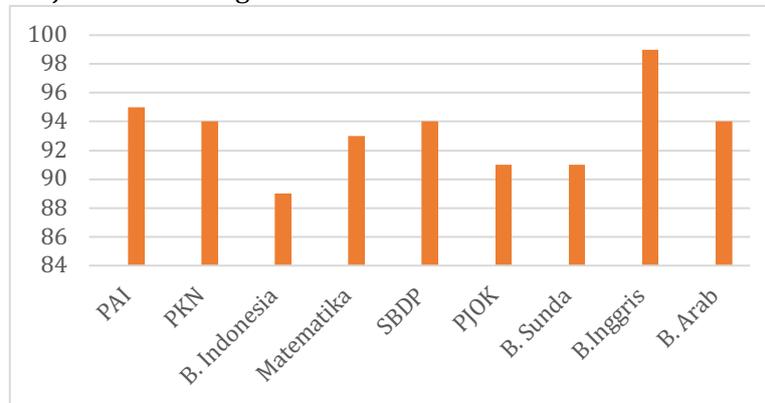

Figure 3. Mid-Semester Assessment Average Score

The data above is the result of the Mid Test (PTS) or Mid-Semester Assessment from the aspect of knowledge. The assessment is carried out during Online Learning (PJJ), or Distance Learning with online learning, and the assessment is carried out using the Google Form application. From the data above, the visible value of all subjects is above the KKM. the KKM score at SDIT Nur Al Rahman is 75. Based on the data above, the highest subject is in English, the average score of students is almost perfect, namely 99. And the lowest score in the Indonesian language subject with an average score of 89. The score of other subjects such as the PAI has an average score of 95, The Civic Education, Arabic, and the SBDP with an average score of 94. Mathematics subjects of 93. While the subjects PJOK and Sundanese have an average score of 91. Middle Semester Assessment Questions consist of types of multiple-choice questions (PG) composed of 30 thematic questions (10 each PG math questions, Indonesian Language, and Citizenship Education). Meanwhile, for other subjects, each is ten multiple-choice questions and five stuffing questions.

Daily assessments in the primary school assessment guide (2015, page 5) are an activity carried out to measure the achievement of student competencies after completing one or more Basic Competencies. Meanwhile, the Middle Semester Assessment is an activity carried out to measure the achievement of students' competencies after carrying out 8-9 weeks of learning activities. Coverage in PTS is all indicators that present all KD in that period which is carried out in the first tri semester of learning.

Looking at the results of the three mean scores, it shows that there is no score below the KKM 75. The apparent difference is in the Indonesian language subject. In the daily assessment 1, the average value is 78, and there is an increase in the daily assessment 2 with an average value of 92. At the same time, the average PTS is 89. In Indonesian, the results are up and down.

In contrast to the average score in the English subject, the average daily assessment 1 has a value of 96, and the average score increases in the daily assessment 2 with a value of 100. While in the mid-semester evaluation, the average score is 99.

Based on the results of the average score of each subject has increased using the Google Form application. Assessment with Google

Classroom makes it easy for students to answer questions and makes it easier for teachers to correct them automatically. Because the Google Form application can already be set for the assessment score.

CONCLUSION

The results obtained explain that Google Form can be a useful alternative assessment tool in online learning during the Covid-19 pandemic. They were evidenced by the results of an average score of 100% above the minimum completeness criteria in all subjects in class 3 elementary school level.

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