

Effectiveness of Implementing AKM-Based Learning Evaluation Utilising Google Form for Phase C Students

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Abstract. Science and technology have an impact on all aspects of life, without exception in the world of education. Technological advances can be used by a teacher to design a more effective learning evaluation activity. The use of the Google Form platform in the implementation of learning evaluation is used by teachers as a tool for conducting online tests on numeration literacy based on the Asesmen Kompetensi Minimum. This research method is qualitative and descriptive, with data collection techniques such as observations, interviews, and documentation. Data analysis is done by reducing data, presenting data, and drawing conclusions according to the theory of Sugiyono. The results of this study show that the use of Google Forms as a test tool for conducting AKM-based learning evaluations with Phase C students is effectively done. The results of interviews with teachers and students gave a positive response. In addition, more energy- and time-efficient testing takes into account that numeracy and literacy requires a lot of paper when done in writing. The challenges experienced by the teacher in using Google Form as a test tool include the teacher's ability to use Google Forms, which still requires a less accurate answer key setting when using an automated system, especially on matters in the form of filling and description.

Keywords: AKM, Learning evaluation, Google Form

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INTRODUCTION

Learning evaluation is a process carried out by an educator to obtain the data and information necessary to determine to what extent and how learning has been implemented for further follow-up. The evaluation role of a school is a guideline for improving service in school learning. (Huljannah, 2021). The success of education will be visible when the measurement of evaluation is used suitable and can measure any purpose (Fauziah, et al., 2021).

In the era of information and communication technology development, the world of education is undergoing significant transformation, especially in terms of teaching and evaluation methods. One of the most striking changes is the use of digital technology in supporting the teaching and learning process, including in the preparation and implementation of learning evaluations. Learning evaluation plays an important role in measuring the extent to which learning objectives have been achieved. In this context, numeracy literacy has become one of the competencies highly emphasized by the curriculum in Indonesia, as it plays a role in developing students' ability to understand, use, and interpret quantitative information in everyday life (Kemendikbud, 2020; OECD, 2019).

Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek) is committed to improving the quality of education in Indonesia. One of its efforts is to organise a Asesmen Nasional (AN) programme aimed at improving the quality of national education by photographing learning inputs, processes, and outputs across educational units

(Sari&Sayekti,2022). With the presence of the Asesmen Nasional, it is expected to change the paradigm of quality evaluation in education. Asesmen Nasional consists of three main instruments: a character survey, a learning environment, and a Asesmen Kompetensi Minimum (AKM) (Novita et al., 2021). AKM uses an authentic assessment type that presents a diverse problem context to be solved by students using numeracy literacy (Hasanah et al., 2021). Cognitive assessment is carried out with the aim of measuring and evaluating the ability of students at the learning point, whereas non-cognitive assessments are performed with the purpose of measuring the attitudes and behaviour of students, covering characteristics that include assessment of affective and diagnostic assessments (Puspita Rakhmi et al., 2023). AKM is used as a basic student assessment instrument to develop critical thinking skills (Cahyanovianty & Wahidin, 2020).

Data description results from observations on phase C learning activities at one of the elementary schools in Bandung obtained some findings, including learning processes that allow less accustomed students to be able to improve critical character. The learning methods used by teachers do not correspond to events that occur in everyday life. In addition, the assessment instruments used in the learning evaluation activities are still not in the form of numerational literacy based on the Asesmen Kompetensi Minimum (AKM). This is because teachers face difficulties in designing and presenting numeration literacy exercises to students. As for the limitations experienced by teachers about AKM-based numeration, they need a medium to show the stimulus of the subject in the form of infographics, charts, concept maps, diagrams, notes, and so on. The stimulus on an AKM issue acts as a supplier of information or data that will be analysed by the student to solve a problem that exists on the issue. So when a teacher designs an AKM in a conventional way or writes handwriting without the help of the media, it will be very time-consuming and require a lot of paper. The AKM has a variety of forms, including double selection, filling, complex double choice, true false statement, foolishness, and description (Meriana & Murniarti, 2021). So teachers need innovation that can help design and present instruments to evaluate learning.

Despite its importance, numeracy literacy implementation in learning assessments is frequently fraught with difficulties. Creating assessment instruments that are efficient, effective, and able to meet the various needs of students is one of the biggest challenges. Many educational institutions have started using digital technology, like Google Form (G-Form), as an assessment tool in an attempt to address these issues. Because G-Form makes it simple to distribute questions, gather responses, and analyze evaluation results quickly, it has gained popularity (Sugiyono, 2018; Prasetyo & Kartika, 2020).

Today's technological advances are growing and can be easily utilised by anyone, especially those in urban areas. Technology can influence the way of life of humans, and when seen from the world of technology, education is very supportive of the process activities and evaluation of learning (Fansury et al., 2020; Hasiru et al., 2021; Qolbi et al., 2022). So teachers should start getting used to using technology to support every step of the learning process. The Internet makes the teaching process faster, more practical, and more economical. In technology, of course, a lot of media can be used by teachers as a tool in the process of evaluation or evaluation of learning; one of them is the platform Google Form. Google Form is one of the tools that are widely used as a help tool to carry out the evaluation by giving information about the test through a Google Form a Google Form link, and then the values obtained by students are automatically saved on Google Drive (Qolbi et al., 2022).

Even though G-Form has many benefits, more research is needed to fully understand how to use it to support assessments that are based on numeracy literacy. To make sure that this tool genuinely enhances the evaluation process, it is necessary to investigate the factors of efficacy, efficiency, and user acceptance, especially by the academic community. It becomes crucial in this situation to comprehend how educators and learners react to the use of G-Form as a literacy-based assessment tool for numeracy. An outline of the tool's benefits, drawbacks, and future development possibilities can be found in this response (Anderson & Krathwohl, 2001; Rahman et al., 2021).

Other pertinent issues with the evaluation tool used by the teacher at this time include the limited ability of a few students to use technology in the best possible way. Many teachers still have issues with the traditional evaluation methods that use kertas and pena, so they struggle to use digital tools like G-Form. This is not only due to a lack of technological knowledge, but also to a lack of proficient teachers and inadequate technological infrastructure in some areas (Purwanto, 2019; Wijaya & Firmansyah, 2020). As a result, the use of technology in evaluating education is not yet at its best and has the potential to raise the standard of evaluation across schools.

The use of the Google Forms platform in carrying out the AKM-based learning evaluation is judged to be very appropriate. Google Forms can be used to create forums or questionnaires used to collect answers online (Fitri & Ardipa, 2021; Rahma & Pujiastuti, 2021). Besides, entering the 21st century, students must be accustomed to having the ability to think computationally to be able to solve a variety of issues and think creatively and critically. Evaluation of learning done using Google Forms will provide the experience for phase C students to be able to think in a balanced way between technical and mathematical. The use of digital platforms is usually used in learning evaluation activities when assessing through the

media Google Form (Risyal et al., 2023). Phase C in the Merdeka curriculum is an elementary school student who is in the 5th and 6th grades. So the use of technology in learning evaluation activities is judged correctly because students at the age of Phase C already have computing skills like operating smartphones. Especially in today's digital age, students must be prepared to be adaptive and to be able to follow evolving systems. Almost all aspects of life today have implemented digitalization to facilitate human work, so students must be prepared from an early age to be able to operate and use technology in every learning activity. Thus, after reviewing various barriers and embedding some views and theories, this study aims to describe the effectiveness of implementing AKM-based learning evaluation using Google Forms with Phase C students.

METHODOLOGY

Qualitative research is research that creates findings that cannot be processed using statistical or quantitative procedures (Sidiq & Choiri, 2019). This research is designed to describe and explain the effectiveness of using Google Forms as a tool to carry out AKM-based learning evaluations on Phase C SDN 053 Cisu Bandung. Data collection techniques include observations, interviews, and documentation studies. The observation is done directly at the time the students evaluate it. The interviews conducted for the research are aimed at teachers and students. While studying documentation by studying and analysing documents on numeration issues based on AKM that are given to students through Google Forms. Data analysis is done using Sugiyono's theory, which includes data collection, data reduction, data presentation, and inference.

RESULTS AND DISCUSSION

The use of Google Forms as a tool to assist in the implementation of learning evaluation based on minimum competence assessment in SDN 053 Cisu Bandung

The results of the research carried out in SDN 053 Cisu Bandung consist of several processes on the creation of Google Forms as an evaluation of learning, among them:

Aspects of Making Numeration Literacy Based on AKM on Learning Evaluation

Teachers who became classmates in Phase C at SDN 053 Cisu Bandung were 5 people, among them Mr. RG, Ms. SM, Ms PR, Ms MA, and Ms TR. Google Forms have been used as a media tool in the implementation of learning evaluations, especially on issues in the form of AKM-based numeration literacy. The forms used include double selection, complex double choice, false true statements, filling, deceiving, and descriptions. The number of issues tested in the AKM-based learning evaluation is 30.

Phase C teachers use the Google Form test tool because the media is one of the features that Google uses for free. Google Forms has features that are designed to be used in online survey creation, quizzes, and evaluations. Today's technological development supports Google Forms becoming very easy to access by anyone. Many teachers have used Google Forms as a learning evaluation tool because it has features that make it easier for both teachers and students (Nasir et al., 2023). Google Form features can also make it easy for teachers to insert a variety of AKM-based topic stimuli, including photos, images, link embedding, file uploads, and other media needed to present information or data.

In this study, observations were made to observe the teachers during the design and presentation of AKM-based numeration literacy on the Google Form media. The creation of Google Forms is not difficult; teachers only need to go through a few stages until Google Forms are ready for use (Utami, 2022). The process of creation is quite simple by incorporating AKM issues that have been previously designed and validated by the teacher's colleagues in the activities of the Kelompok Kerja Guru (KKG). After entering the topic into the Google Form, Phase C teachers test it first before passing it to the students for work. An overview of the AKM process is shown in Figure 1.

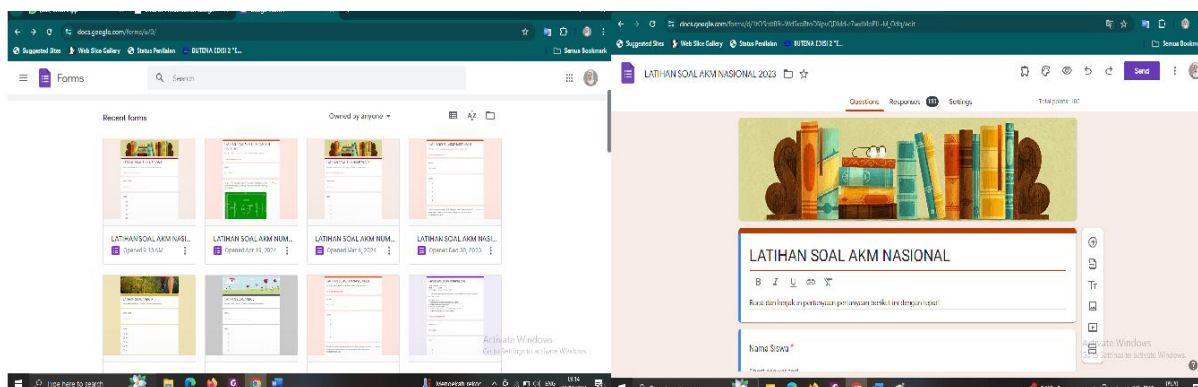


Figure 1. Picture of Tawns of the AKM Manufacturing Process

Implementation Aspects of Numeracy Literacy Based on AKM on Learning Evaluation

The results of the evaluation of learning literacy numeracy based on AKM on Phase C in SDN 053 Cisitu Bandung using the media Google Form can be easily accessed by teachers by opening the feature "Responses." In this feature, teachers can view the data on the students' names and answers that have been collected at the time of the learning evaluation. The evaluation result data already stored in Microsoft Excel can be easily accessed by the subject teacher and classmaster to process the evaluation's final value (Mulatsih, 2020). The process of learning evaluation using the Google Form has an interesting appearance, a varied choice of forms for the test, so that the evaluation activities are easier and smoother, the results are immediately organised automatically, practical, and do not take much time (Arifin &

Sukmawidjaya, 2020). Teachers can also perform automatic assessments by applying key answer and score settings so that the correct answers of the students automatically score according to the calculations set by the teacher in advance. Each student can see the score after performing the evaluation work when the teacher gives permission to access it. However, the automatic evaluation system Google Form is considered to be less accurate in correcting students' answers because the open question type has a high probability of correct answers, which makes it difficult for teachers to write all the students' estimates of different answers. In order to avoid less accurate scores, teachers are advised to rectify or manually check the students' answers that have been captured by the Google Form system as an excel file. The results of the Google Form evaluation are shown in Figure 2.

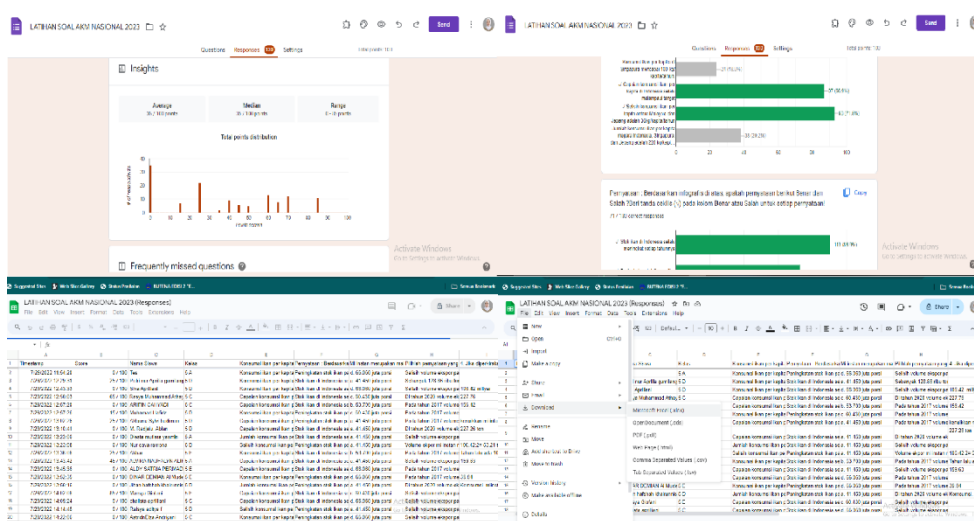


Figure 2. Picture of Results of Phase C Students

Prasarana supports the implementation of learning evaluation using Google Forms in SDN 053 Cisitu Bandung, including good and stable internet access. There are also devices, such as 30 tablets and 15 Chromebooks, that can be used by students to conduct online learning evaluations using Google Forms. The familiarity of students with various technologies, such as computers, tablets, and smartphones, as well as the support of an increasingly inexpensive internet connection, is an opportunity to use information and communication technology in the implementation of the learning process (Mufaziah & Fauziah, 2020; Wulandari & Purwanta, 2021). The availability of such school assets can facilitate learning evaluations for students who do not have an exercise device or tablet.

Teacher's response to the use of Google Forms as an AKM-based learning evaluation tool in SDN 053 Cisitu

The results of an interview conducted by researchers regarding the effectiveness of the use of Google Forms as a tool to help evaluate Phase C learning with one of the Mr RG teachers

on April 22, 2024, said, "The use of the Google Form in evaluation activities is very helpful to teachers in particular in designing AKM-based questions. When AKM issues are done in writing, it will require a lot of paper because presenting 5 AKM questions only takes 2–3 pages, then the number of students is multiplied. Teachers can work more practically and efficiently to design learning evaluations so that the rest of the time can be used to provide material and facilitate students. Google Forms also helps teachers capture students' answers quickly and systematically because it comes with timing features. I just select the responses and download feature to save the learning evaluation results."

The researchers conducted a re-interview with the TR initials to get a different response on the April 23, 2024 response. "In fact, at first I felt confused because I had to recognise every feature in Google Forms, but after getting help from a teacher's colleague to learn and use Google Form, I'm happy and grateful because right now I can present about AKM in a shorter time, of course saving energy. The evaluation results that have been captured make it very easy for me to analyse the evaluation," said one of the Phase C primary school teachers.

Based on the results of interviews with some Phase C teachers, it was stated that the use of Google Forms proved to be effective in learning evaluation activities, in particular in the provision of AKM-based questions. This is relevant to the research results of Suriani, N., K., A., and Tantri, A., A., S. (2022), which argue that each teacher gains different experience and knowledge when online learning is done, so teachers should be able to find more effective solutions to help the learning assessment process. Google Forms proved to be effective as a learning assessment and assessment medium because it does not cost and is efficient in terms of time and effort (Samsiadi & Humaidi, 2022).

The ease and speed of time perceived by teachers in carrying out learning evaluations using Google Forms based on AKM as a tool. In line with the article written by Harahap (2021), Google Forms can be used to help teachers perform tests in the learning process.

Students' reaction to the use of Google Forms as an AKM-based learning evaluation tool in SDN 053 Cisitu

The researchers conducted interviews with a number of Phase C students at SDN 053 Cisitu Bandung on April 19, 2024, namely QS, GS, MD, MR, and AL. Here are the students' responses related to opinions and responses after conducting an evaluation of learning using Google Forms online. Going into Google Forms is also very easy." GS replied, "Working on matters is simpler because there is no need to scratch or write answers using a typewriter. "I can save time and energy." "Google Form is very easy to use because the simple and suitable display is used when working on issues," said the MD. "Even though I don't have a phone or other device, the teacher has borrowed a tablet so I can work on issues easily and

comfortably," replied the MR. "It turns out working on questions using technology makes me more enthusiastic because the stimulus of the questions looks clearer and more interesting. For the future, it is expected that learning evaluation activities will be done using Google Forms," AL said.

Students appear to be faster at understanding the processing of questions through Google Forms. In the operation of Google Forms, students just have to type an option, then click on the option that is considered to be the correct answer (Meirawati et al., 2021). The use of technology in learning evaluation activities gets a good response, especially for students who are already accustomed to using mobile phones. Besides, students can work on learning evaluation activities more effectively without affecting their outcomes or cognitive abilities. Students seem more concentrated and focused when working on matters. The Internet network to access Google Forms does not require a large quota, so it can still be categorised as economical instead of having to provide a lot of paper for printing about numeration literacy based on AKM. The use of the Google Forms platform as an assessment tool in the learning process is very supportive of the paper-saving programme as a matter of environmental concern (Ritonga et al., 2020; Susilawati & Supriyatno, 2020). Generally, learning evaluations are conducted using paperwork that has already been submitted. visualised by a photocopying machine (Romadhon & Lismawati, 2024). Thus, it appears that technology and information can support all aspects of life, not just in the field of education. (Lismawati et al., 2021).

Based on student responses and observations at the time of implementation of the learning evaluation process, it can be stated that Google Forms have proven effective in use. Teachers can easily get students' answers in real time. Real-time is an advantage of Google Forms, which can be used to get answers directly from students who complete the test. (Rahayu & Pahlevi, 2021). In addition to learning evaluation activities, Google Forms can also be used for other purposes, such as conducting diagnostic assessments, surveys, and collecting other data.

Effectiveness of using Google Forms as an AKM-based learning evaluation tool in SDN 053 Cisit

The AKM-based evaluation activities carried out using Google Forms have gone well. The name of the teacher should keep monitoring and attention as reflection material. Reviewed the objectives of the learning evaluation activities that can be achieved and the process of conducive implementation. Students' learning evaluation results through Google Forms need to be analysed in greater depth by teachers to determine whether the scores achieved correspond to their cognitive abilities in the learning process. This is done to determine whether learning evaluations using Google Forms can measure students' abilities objectively.

Based on the results of the data and findings of the above research, it can be concluded that Google Forms as a tool to assist in the implementation of AKM-based learning evaluation proved effective according to the responses of teachers and students. (Sesana, 2022). In addition, Santoso (2019) says that using Google Forms effectively improves student learning outcomes (Santoso, 2019). Google Forms enhances operational simplicity, data organisation, transparency, and accessibility (Puspita Rakhmi et al., 2023).

CONCLUSION

The use of the Google Form platform as a tool for conducting online learning evaluations on the provision of AKM-based numeracy literacy can be said to be good. This can be demonstrated when the implementation of the learning evaluation is running smoothly and effectively. Interviews between teachers and students gave a good response. Teachers as learning leaders feel very helpful as the implementation of learning evaluations becomes more practical and efficient. Students get a pleasant learning experience because they can use technology when performing learning evaluations.

The results of the research show that in the use of Google Forms media, there are still some challenges. Among them are teachers who still need time and special support to use Google Forms. In addition, the key settings of answers are assessed less accurately when using the automated system Google Form, especially on matters in the form of filling and description. So teachers have to prepare the answer keys to check manually as an alternative to the processing of objective student evaluation results. Further research will dig for deeper information regarding the effectiveness of the use of Google Forms in the implementation of formative and sumative assessments on the Kurikulum Merdeka.

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