



Elementary School Teachers Received Training on Using Google Forms for Assessing Students' Learning During the Covid-19 Pandemic

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ABSTRACT

As a result of the spread of the COVID-19 virus, traditional classroom instruction has had to be replaced by online, asynchronous distance learning. The evaluation of students' progress is one area that has room for improvement. Teachers can use a wide variety of programs to administer online learning evaluations. The Google form is frequently utilized as an online evaluation tool. There have been many successful online assessments conducted using Google Forms, including blind evaluation exercises, assessments of lecturer effectiveness, and assessments of alternative pedagogical approaches. Training is conducted via the online meeting tool Zoom, and participants are given assignments to complete as part of the process. Elementary school educators are the target audience for this workshop. There were 10 educators from SDN Tegalrejo in the Dringu District of the Probolinggo Regency who participated in this training. There are three phases to this training: pre-training, training, and post-training evaluation and adjustment. The training's outcomes, beginning with the identity page and continuing through question entry, answer key entry, and scoring, are generally consistent with the training's tutorials. The majority of those polled (95%) found the training to be beneficial. The majority of respondents agreed or strongly agreed that the training provided was beneficial and appropriate for their needs during their time spent learning online.

Keywords: Experiential Learning, Google Docs, and Course Evaluation.

Abstrak: Sebagai akibat dari penyebaran virus COVID-19, pengajaran di kelas tradisional harus digantikan oleh pembelajaran jarak jauh secara online dan asinkron. Evaluasi kemajuan siswa adalah salah satu area yang memiliki ruang untuk perbaikan. Guru dapat menggunakan berbagai macam program untuk mengelola evaluasi pembelajaran online. Formulir Google sering digunakan sebagai alat evaluasi online. Sudah banyak penilaian online yang berhasil dilakukan dengan menggunakan Google Forms, termasuk latihan evaluasi buta, penilaian efektivitas dosen, dan penilaian pendekatan pedagogis alternatif. Pelatihan dilakukan melalui alat rapat online Zoom, dan peserta diberikan tugas untuk diselesaikan sebagai bagian dari proses. Pendidik sekolah dasar adalah target audiens dari lokakarya ini. Ada 10 tenaga pendidik dari SDN Tegalrejo di Kecamatan Dringu Kabupaten Probolinggo yang mengikuti pelatihan ini. Ada tiga fase dalam pelatihan ini: pra-pelatihan, pelatihan, dan evaluasi dan penyesuaian pasca pelatihan. Hasil pelatihan, dimulai dengan halaman identitas dan berlanjut melalui entri pertanyaan, entri kunci jawaban, dan penilaian, umumnya konsisten dengan tutorial pelatihan. Mayoritas dari mereka yang disurvei (95%) berpendapat bahwa pelatihan itu bermanfaat. Mayoritas responden setuju atau sangat setuju bahwa pelatihan yang diberikan bermanfaat dan sesuai dengan kebutuhan mereka selama mereka menghabiskan waktu belajar online.

Kata kunci: pembelajaran eksperiensial, google dokumen, dan evaluasi kursus.

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PENDAHULUAN

Due to the widespread spread of COVID-19, classroom-based education has given way to online education. As a result of the inevitability of employing technological aids in the conduct of education in the context of distance learning, the

latter is increasingly referred to by the former name, "online learning" (Akpınar, 2021; Chakraborty et al., 2021; Rulyansah & Sholihati, 2018; Sakti & Sukardi, 2021).

The evaluation of students' progress is one area that has room for improvement. Google form, Kahoot, Quizizz, and many others can be used by educators to administer online assessments of student learning during this epidemic. But because many educators lack the skills necessary to make effective use of these tools, students often receive less than ideal instruction. During this epidemic, Google Forms can be used as a form of learning assessment (Anguas-Gracia et al., 2021; Fung et al., 2021; Wardana & Rulyansah, 2019b).

Educators in the midst of a pandemic like COVID-19 need access to multiple assessment tools. One popular form of online evaluation is the Google form (Minkos & Gelbar, 2021). When deciding whether or not to use Google Forms as an assessment tool, elementary school teachers should take a number of factors into account, including the availability of student-owned devices (laptops, computers, and cellphones) and reliable internet connections in their students' homes (Rulyansah et al., 2017; Sadownik, 2022; Wang & Yu, 2021).

Numerous online evaluations, such as blinded assessments, have made use of the Google Forms platform (Arno et al., 2022; Cimadomo et al., 2022), Evaluations of Lecturers' Effectiveness (Retnowati et al., 2021) as well as for the purpose of measuring non-traditional approaches to education (Cormier & O'Sullivan, 2021). Google forms are used extensively for media-based instruction in addition to online assessment (Saputri, 2022; Utami & Setiawan, 2021) and as a TOEFL test registration tool (Azhari & Sahputri, 2022). Due to their usefulness, Google Forms are being used for a wide variety of purposes (Cabedo-Mas et al., 2021; Leguizamo et al., 2021; Rasmitadila et al., 2021; Wahyuni et al., 2021) including:

1. If have a Gmail or Google account, can download the app and use all of its features without spending a dime.
2. it's simple to create and employ, and it works with any device that can access the internet: smartphones, laptops, and desktops.
3. The ability to run efficiently on any device, be it a mobile phone, laptop, or desktop computer.
4. All assessment data, including responses and analyses, will be gathered, compiled, and stored securely and automatically.
5. a wide variety of question types (e.g., multiple-choice, short-answer, descriptive, illustrative, checkbox, liner-scale, etc.).
6. Easily send the link via email or social media, and your friends and family can access it from any device (phone, tablet, or desktop) by simply clicking on the provided link.

BAHAN DAN METODE

The method being used involves training via the zoom conference app and the allocation of tasks. The teachers of younger students will benefit most from this training. There were ten educators from SDN Tegalrejo in the Dringu District of the Probolinggo Regency who participated in the training. Instructors from PGSD FKIP UNUSA and a number of students participated in this training as part of their community service (PkM). There are three phases to this training: pre-training, the actual training, and a control period afterward. Here's a rundown of what happens at each stage.

1. Training Preparation

Each PkM participant plans the training schedule and all necessary preparations, including the selection of resource persons, the gathering of training materials, the invitation of training participants, the creation of training response questionnaires, and the compilation of training

roundups. The training ran smoothly because of the many online discussions that took place during this stage (Wardana & Rulyansah, 2019a).

2. Training Implementation

Two days were devoted to training elementary school teachers to use Google Forms for assessment purposes. The first day covered the basics of accessing and using Google Forms, creating questions to be asked on Google Forms, creating an answer key and scoring system, and sharing and downloading assessment results. While on day two, you'll be given a Google form to fill out on your own to evaluate Day One's work. On the first day of training, we covered ground on how to use the Google Form for grading purposes. This was done through a combination of presentations, online simulations using Zoom meetings, activities to help participants work through any questions or concerns they had, and a few icebreakers to get everyone in a good mood (Rulyansah et al., 2019).



Figure 1 Training Implementation

3. Controlling

On the second day of the course, participants were given Google Forms to use as practice for future evaluations, allowing the trainers to implement some form of control. This is done so that on day one of the course, students can grasp the concepts necessary to make an effective Google Form for grading purposes. Anyone having trouble completing an evaluation can send a question to the committee via the whatsapp group's google form. After completing the online evaluation, participants are asked to share the link to the completed Google Form with the whatsapp group so that the form's layout and question settings can be reviewed and verified. At the end of this training session, participants were given a survey to complete in order to provide feedback on the training's effectiveness in improving elementary schools' use of google forms for assessment (Rulyansah, 2022).



Figure 2 Reaction Training

HASIL DAN PEMBAHASAN

During the COVID-19 pandemic, the elementary school training activity on using Google Forms to assess learning went as planned. In the first day of the training, participants learned about assessment and how to create Google Forms through an online zoom meeting, and in the second

day, they were tasked with creating questions for assessors, which they would then use to fill out the form.

Training started with an introduction to Google Forms and how they can be used to improve the educational experience. Google Forms is well-known among educators as a common tool for collecting information through various types of forms (surveys, questionnaires, etc.). However, they haven't had much practice with Google Forms as an educational evaluation tool.

Additionally, tutorials are provided on how to access the Google form, how to set up the Google form for assessment (quiz), how to make the first page for identity, and how to input questions, keys, and scoring on the Google form. As a result of the availability of key and scoring facilities, this training focuses on a mere four multiple-choice questions, making it trivial for elementary school teachers to conduct assessments of their students' knowledge and skills. Next, educators were instructed in the use of visual aids, both in the questions themselves and among the available responses. After the teachers were shown how to use the Google form to input questions and select answers, they were given a rundown of the form's additional features, such as the ability to randomize the order of questions or answer choices to reduce student cheating, the ability to double questions, and so on.

Teachers first demonstrated how to create questions, and then showed students how to share the link to the Google Form via e-mail or messaging apps like WhatsApp. Teachers were then shown how to access an excel file containing the actual values and totals for each student's performance on the test.

As soon as the teachers had been briefed on how to create the Google form used in the learning assessment, they were given the opportunity to ask any questions they had. Most teachers have no trouble following instructions, but questions do arise about things like how to use Google Forms to administer quizzes, how to enter math equations, how to generate answer keys and scores, and how to edit external links.

On day two, after participants had been given the opportunity to exercise making an evaluation, they submitted the link to the Google form they had created to the committee. To a large extent, this stage of control corresponds to the previously provided tutorial, beginning with the "identity" page, question entry, answer key entry, and scoring. On the other hand, there were a few typos and omissions that needed fixing, such as a question that was typed incorrectly, a selection that included an empty or more option, and a failure to divide the identity and question into separate sections.

To double-check, a number of educators pretended to evaluate students by filling out the assessment link created in Google Forms on their own computers. This is performed so that any and all question banks can be used in their entirety. Following the training, all of the divers were given a survey to fill out so that the instructors could get a sense of what they had learned. The survey results showed that nearly all respondents (95%) thought the training exercises were either somewhat useful or very useful in addressing the requirements of teachers in the modern context of online learning.

The COVID-19 pandemic has consequences for teaching and learning, particularly for classroom instruction that must be conducted in isolation to prevent the spread of the corona virus. Video conferencing tools like Google Meet and Zoom Meeting have made it easier than ever for educators to hold virtual classes, and other tools like Google Classroom and Whatsapp for conducting class discussions and submitting work have also gained popularity (Gunasekaran et al., 2021)

The evaluation of student progress is also increasingly being done online, and this has ramifications for how we teach and evaluate online courses. Teachers can use a variety of online tools, including Google Classroom, Quizizz, Kahoot!, etc., to conduct online assessments with their students. Google Forms is one option for conducting exams and surveys online. Numerous online evaluations, such as blinded assessments, have made use of the Google Forms platform (Arno et al.,

2022; Cimadomo et al., 2022), Evaluations of Lecturers' Effectiveness (Retnowati et al., 2021) as well as for the purpose of measuring non-traditional approaches to education (Cormier & O'Sullivan, 2021). Google forms are used extensively for media-based instruction in addition to online assessment (Saputri, 2022; Utami & Setiawan, 2021) and as a TOEFL test registration tool (Azhari & Sahputri, 2022). Due to their usefulness, Google Forms are being used for a wide variety of purposes (Cabedo-Mas et al., 2021; Leguizamo et al., 2021; Rasmitadila et al., 2021; Wahyuni et al., 2021) including:

1. If have a Gmail or Google account, can download the app and use all of its features without spending a dime.
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6. Easily send the link via email or social media, and your friends and family can access it from any device (phone, tablet, or desktop) by simply clicking on the provided link.

Faculty in the PGSD FKIP UNUSA study program are working to improve the quality of online education by providing instruction on the use of the google form as a means of online assessment. After receiving instruction on how to use a Google form for evaluation, it will be possible, hopefully, to assess student learning even under more constrained conditions, such as those caused by the current CoVD19 pandemic. The training's outcomes also demonstrate that instructors can administer tests and surveys online using Google Forms. 95 percent of respondents felt the training provided was really effective and pertinent to the requirements of educators during the online learning period, which is a very positive response.

KESIMPULAN DAN SARAN

Jika During the COVID-19 pandemic, the elementary school training activity on using Google Forms to assess learning went as planned. The two-day training consisted of a day of instruction on assessment and how to create Google Forms via an online Zoom meeting, and a day of creating questions to be used by the assessors and uploading them to the Google Form. On day two, during the regulating activity, participants were given a Google Form link to practice making assessments; this link was later submitted to the committee. To a large extent, this stage of control corresponds to the previously provided tutorial, beginning with the "identity" page, question entry, answer key entry, and scoring. The majority of those polled (95%) found the training to be beneficial. The majority of respondents agreed or strongly agreed that the training provided was both extremely helpful and appropriate for their needs during their time spent learning online

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