

**THE STUDENTS' PERCEPTION TOWARD THE USE OF
GOOGLE FORM IN ONLINE ASSESSMENT AT THE
EIGHTH GRADE STUDENTS OF SMPK FRATER XAVERIUS
1 PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

TRIDINANTI UNIVERSITY PALEMBANG

2022/2023

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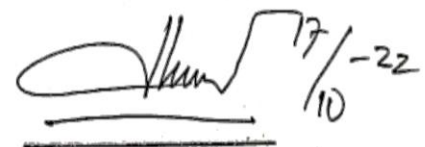
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DEDICATION AND MOTTO

With gratitude and love, faithfully dedication this thesis for:

- ❖ *First of all to Allah SWT and Prophet Muhammad SAW who are role models in life*
- ❖ *Myself, who has struggled and persevered until now and could be able to complete my thesis.*
- ❖ *My beloved parents, they constantly pray for me and support me.*
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- ❖ *My almamater.*

MOTTO

“Sesungguhnya bersamaan dengan kesusahan dan kesempitan itu terdapat kemudahan dan kelapangan.”

(QS. Al-Insyirah: 5)

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diprotes sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20. Tahun 2003, pasal 25 ayat 2 dan 70.

Palembang, 27 September 2022

Yang Menyatakan



Massitha Chairani

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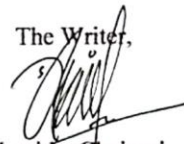
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Finally, the researcher believes that the readers will find this thesis valuable and that it will serve as a model for future researchers.

Palembang, 27 September 2022

The Writer,



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ABSTRACT

The global Covid-19 pandemic have an impact on Indonesia, including in education. There are many schools that apply online as a medium for learning, one of which is the Google Form which is used as an assessment medium during Covid-19. This study aimed to determine students' perception toward the using of Google Form in online assessment at the eighth grade students of SMPK Frater Xaverius 1 Palembang. The survey approach used was descriptive quantitative. One hundred and eleven of one hundred ninety-seven students participated in this study delected by used lottery to randomize the population. They were the students of class VIII A, D, F, and G. A questionnaire was utilized to gather data, and students received it online. The result of this study showed that (1) online assessment using Google Form is more interesting (2) Google form easy to acess everywhere (3) using Google Form can minimize the use of paper (4) Google Form is more flexible than paper based assessment, and (5) Google Form is a something new. In conclusion, using Google Form in online assessment is more effective.

Keywords: *Perception, Google Form, Online Assessment.*

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CHAPTER I

INTRODUCTION

This chapter presents about background of the study, formulation of the problem, objective and significances of the study.

1.1 Background of the Study

The global Covid-19 pandemic, which has affected Indonesia, has had an impact on many aspects of life, including education. The process of learning activities must then be carried out remotely by educational institutions, including student learning and teachers' instruction, even while students are at home. As a result, educators must create learning through the use of online learning. This is in compliance with the Ministry of Education and Culture of Indonesia's decision, which was published in Circular Note Number 4 of 2020 about the Implementation of Educational Policy in an Emergency Situation Due to the Spread of Covid-19. Various initiatives are implemented to ensure that the learning process continues even when face-to-face is not possible. The solution applied during the covid-19 pandemic is distance learning. The internet, smartphones, and laptops are now widely used to support distance learning.

Technology advances and has an impact on people's lives, particularly in the fields of education and learning. Previously, traditional materials such as books, blackboards, radio tapes, and videos were used to teach learning activities. Nowadays teaching and learning processes were changing using technology such as YouTube, Google, WhatsApp, and other online education

platforms. The importance of technology in the learning and teaching process according to Sarica & Cavus (2008) the emphasis of education in the twenty-first century is not only on developing students' four core competencies, but also on developing their critical thinking, communication skills, cooperative abilities, and creative thinking. Moreover, according to Puspitayani et al., (2020), students are now categorized as native on technology and the internet. Thus, students must become accustomed to using technology not only as a communication tool but also as a tool for the learning process in order to thrive in this era of global education.

According to Kennedy, Latham, and Jacinto (2016), the field of education makes extensive use of ICT (information and communication technology). Teachers in the twenty-first century must adapt to the current technologies because they will use technology in every action. Using ICT can ensure teaching and various activities are carried out everywhere and every time. Moreover, Lafendry (2022), defines that the use of ICT is one of the important factors that enable the speed of transformation of knowledge to students, this nation's generation more broadly, the teacher must be aware of the implications of using ICT; it is critical to use the appropriate and suitable types of ICT to assist learners in learning more successfully and enable students to obtain knowledge or material from a variety of sources. One of the learning processes is assessment, the assessment itself can be done online. Furthermore, Ghasemi and Hasemi (2011) define educators' use of ICT for student assessment. It also aids in self-evaluation for English language learners. Moreover, as a result of its ability to automatically calculate objective scoring assessments, ICTs can be

used by a large number of students, and the tool assists teachers in reducing their workload (Ardid et. al., 2014).

In teaching and learning languages, assessment is crucial. It is a term that covers the routine of regular in-class evaluations and comprehensive assessments that are designed and organized externally for the pupils. Language learning and teaching activities cannot be separated from assessment. Therefore, even though the learning is done without face-to-face, the assessment is still carried out using e-assessment. Furthermore, Iwuchukwu (2014), defines electronic assessment, or e-assessment finished utilizing information technology, especially computers, via the Internet, because tests and grading are done automatically, it allows teachers to handle a large number of classes. Google Form is one of the applications that can be used by the teachers to hold the assessment for their students. According to Chaiyo & Nokham (2017), an integrated web tool called Google Form makes it easier to create online questionnaires, surveys, and tests. Moreover, Castro (2018), defines that the teachers can create, share, collaborate, individualize, and distribute formative evaluations to students using the Google Form application, as well as provide instant feedback that results in measurable performance data, which is important for monitoring the online progress of students.

During pandemic Covid-19 at SMPK Frater Xaverius 1 Palembang, there were two types of learning: online learning and face-to-face learning (offline learning). Face-to-face learning is only held two or three times a week, and the rest of the student's study remotely using online applications such as Google Classroom, Google Meet, WhatsApp, and Zoom to facilitate communication

between teachers and students, while Google Form was used for daily quizzes, tests, and final assessments. Teachers distributed Google Form links to students and students completed the tests. Furthermore, the teachers have already completed. A face-to-face assessment was also completed by the teacher at a predetermined time. As a result, the researcher selected this school to learn about the use of e-assessments via Google form. The researcher was also curious in the challenges pupils faced and the problems associated with using Google Form. The researcher wished to elicit information from the students' perspectives.

On the basis of the preceding idea, it can be said that Google Form can be used to replace classroom assessment. As a result, the researcher was interested in learning about students' perceptions of using Google Form during an online assessment. The researcher conducted a study entitled "The students' perception toward the use of Google Form in Online Assessment at the Eighth Grade Students of SMPK Frater Xaverius 1 Palembang."

1.2 The Problem of the Study

1.2.1 Limitation of the Study

The researcher limited this study based on the information about eighth-grade students' perception of SMPK Frater Xaverius 1 Palembang through the used of a Google Form during an online assessment.

1.2.2 Problem of the Study

The problem of the study was concerned “What were the students’ perceptions toward the used of Google Form an online assessment at the eight grade students of SMPK Frater Xaverius 1 Palembang?”.

1.3 Objective of the Study

Based on the problem, the purpose of this study was to determine the students’ perceptions toward the use of Google Form in online assessment at the eighth grade students of SMPK Frater Xaverius 1 Palembang.

1.4 Significances of the Study

The study intends to benefit the teacher, student, researcher and other researchers.

1. For Teacher

This study could help the teacher to know and understand the students’ perception about Google Form in online assessment.

2. For the Students

This study could help the students to understand the obstacles they may have when faced assessment using Google Form.

3. For the Researcher Herself

The results of this study could be expected to provided the researcher with useful information regarding online assessment using Google Form, as well as researcher knowledge and experiences with online assessment during the pandemic.

4. For other Researchers

This study is anticipated to be used as a resource by other researchers working on related projects, especially those involving online assessment and the application of ICT in the classroom.

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