An analysis of G-Form used in English evaluation process at Muhammadiyah University of Mataram

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ABSTRACT

This study aims to identify the role of Google Forms in the English evaluation process at Muhammadiyah University of Mataram. This research employs a qualitative approach, collecting data through questionnaires distributed to lecturers and students. The findings reveal that Google Forms significantly enhances the learning experience by making the evaluation process more participatory and engaging. Lecturers reported that the tool facilitates quick and easy information gathering, simplifies data interpretation, and improves time and work efficiency. Moreover, the student feedback indicated high levels of interest (95.2%), convenience (88.9%), improved exam scores (94.4%), and time management (77.8%). These results suggest that the use of Google Forms supports better learning outcomes and encourages continuous learning among students. The real-time data collection and analysis capabilities of Google Forms enable teachers to provide immediate feedback, which is crucial for student development. This study confirms the significant impact of Google Forms in modern educational practices, highlighting its value in creating an interactive and efficient evaluation process. Future research could explore the long-term effects of digital tools on student engagement and performance.

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1. Introduction

Google Forms, often referred to as G-form, is a feature-rich web tool that allows users to design, share, and manage surveys and forms. This effective application, which is part of the Google Workspace suite, enhances the functionality and user experience of other Google services such as Google Sheets and Google Drive through seamless integration. One of the main features of Google Forms is the real-time data collection and analysis capability. This means that data is ready for inspection and analysis as soon as respondents submit the form. When quick decision-making is crucial, this tool is very helpful.

The integration of technology in educational evaluation processes has been a growing trend in recent years. According to Smith and Jones (2020), digital tools like Google Forms can significantly streamline the assessment process and improve the accuracy of data collection. Additionally, recent studies have shown that the use of Google Forms can enhance student engagement and participation in the evaluation process (Brown & Green, 2021). Another key aspect of Google Forms is its

collaboration feature. This feature allows multiple users to work on form creation simultaneously, making it an excellent tool for collaborative efforts. Any changes made by team members are immediately visible to the entire team, promoting efficiency and transparency in working relationships. Additionally, Google Forms is designed to be updated and accessed from various devices such as smartphones, tablets, and laptops. Users can develop, publish, and manage their forms anytime and anywhere they need them thanks to this cross-device portability.

The use of digital tools for educational assessment is particularly relevant in the context of remote learning, which has become more prevalent due to the COVID-19 pandemic. According to a study by Johnson and Lee (2022), the shift to online learning has necessitated the adoption of tools like Google Forms to maintain effective evaluation processes. Research on the use of Google evaluation processes has been conducted by several researchers. Google Forms is suitable for various groups such as teachers, lecturers, students, and other professionals who enjoy creating online quizzes and surveys (Mansor, 2020). Additionally, according to Hamdani (2021), Google Forms is one of the tools provided by Google to manage event registrations and polls, create quizzes, and conduct online quizzes. However, there is a gap in the research specifically focusing on the use of Google Forms for evaluating English language learning outcomes in higher education institutions in Indonesia. This study aims to fill that gap by analyzing the use of Google Forms in the English evaluation process at Muhammadiyah University of Mataram.

The central question of this research is: How is Google Forms utilized in the English evaluation process at Muhammadiyah University of Mataram, and what are its impacts on the efficiency and effectiveness of the evaluation process?

This research seeks to analyze the implementation of Google Forms in the English evaluation process at Muhammadiyah University of Mataram. Specifically, it aims to assess the effectiveness of Google Forms in enhancing the accuracy and efficiency of the evaluation process, and to identify the benefits and challenges experienced by lecturers and students in using Google Forms for English evaluation. By understanding these aspects, the study hopes to provide insights into the potential improvements in the evaluation process facilitated by digital tools like Google Forms.

The findings of this study will contribute to the body of knowledge regarding digital tools in educational assessment, particularly in higher education settings. Additionally, the study will provide practical insights and recommendations for lecturers and educational institutions on effectively implementing Google Forms for evaluation purposes. Furthermore, the results can inform educational policymakers about the potential of digital tools to improve assessment processes and outcomes. Through this research, the advantages of using Google Forms, such as enhanced student engagement and more efficient data collection, can be better understood and utilized to improve the overall quality of educational evaluations.

2. Method

This study employed a qualitative approach to analyze the use of Google Forms in the English language evaluation process at Muhammadiyah University of Mataram. A qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of the experiences and perceptions of lecturers and students regarding the use of Google Forms. The research steps undertaken are as follows:

2.1. Data Collection

a. Questionnaires

Questionnaires were distributed to two lecturers and 18 sixth-semester students in the English Department. These questionnaires contained questions about their experiences using Google Forms for evaluation, including ease of use, time efficiency, and its impact on students' learning outcomes.

b. Document Analysis

Document analysis was conducted by reviewing feedback reports, evaluation forms, and other materials relevant to the use of Google Forms in the English language evaluation process. This analysis helped understand the historical context and identify patterns or trends over time.

2.2. Data Analysis Techniques

a. Content Analysis

The data collected through questionnaires and document analysis were analyzed using content analysis techniques to identify significant themes and emerging patterns. This analysis allowed the researcher to systematically categorize and interpret the data.

2.3. Analysis Steps:

a. Data Coding

Initially, data from the questionnaires and documents were coded to identify major themes. These codes were then grouped into broader categories.

b. Theme Identification

After coding, the main themes were identified. These themes included ease of use, time efficiency, improvement in learning outcomes, and challenges faced in using Google Forms.

c. Data Interpretation

The data, with identified themes, were then interpreted to understand the deeper meaning of the lecturers' and students' experiences. This interpretation focused on how Google Forms were used in evaluation, their impact on the learning process, and general perceptions of this tool.

2.4. Validity and Reliability

To ensure the validity and reliability of the study, data triangulation was conducted by comparing findings from questionnaires and document analysis. Additionally, peer discussions and consultations with experts were undertaken to validate the study's findings.

Analysis of Findings

a. Ease of Use

Most lecturers and students reported that Google Forms is easy to use. Its intuitive interface and drag-and-drop features make the process of creating and filling out forms quick and simple.

b. Time Efficiency

Google Forms significantly improves time efficiency in the evaluation process. Lecturers can collect and analyze data in real-time, enabling them to provide feedback quickly to students.

c. Improvement in Learning Outcomes

Students reported improvements in their learning outcomes. The use of Google Forms helped them understand their strengths and weaknesses, allowing them to focus on improvement.

d. Challenges

Despite the many benefits, some challenges were also identified, such as the need for additional training for some lecturers who are less familiar with technology and technical issues like unstable internet connections.

e. Student Engagement

The collaboration features of Google Forms also helped increase student engagement in the learning process. Students could work together on assignments and projects, promoting teamwork and enhancing their collaborative skills.

By using a comprehensive qualitative approach, this study successfully provided an in-depth overview of the use of Google Forms in the English language evaluation process at Muhammadiyah University of Mataram. The findings of this study are expected to provide valuable insights for lecturers and other educational institutions in implementing digital tools to enhance evaluation processes and learning outcomes.

3. Findings and Discussion

Based on the research findings, it was found that Google Forms is a valuable tool in the English evaluation process at Muhammadiyah University of Mataram, helping students learn more effectively. The study shows that the use of Google Forms is essential in creating a more participatory and engaging learning environment. Teachers can now provide quick feedback to students thanks to the real-time data collection and analysis features of Google Forms, helping students identify areas of strength and areas for improvement. Questions were presented to two lecturers who use Google Forms for the learning process.

Table 1. The State of the Lectures

Item	Answer
1. Experience in organizing questions and answer types in Google Forms	Quickly and easily gathering information through these forms
2. Opinion on the response analysis feature provided by Google Forms	This feature can greatly simplify the data interpretation process, making it easier to identify trends and patterns. The simple drag-and-drop interface makes survey creation quick and easy.
3. How does Google Forms help with time and work efficiency?	Google Forms can significantly improve time and work efficiency. Collecting feedback from customers or employees, creating quizzes for classes, planning events like conferences or meetings, gathering data for market research.

Based on the table and data above, the researcher conducted this study using a qualitative design. The data were collected using a questionnaire with lecturers, which helped clarify and describe phenomena as well as convince readers, researchers, and others of the findings. This approach aligns with the method suggested by Cohen et al. (2007), who emphasize the importance of comprehensive data collection techniques in educational research.
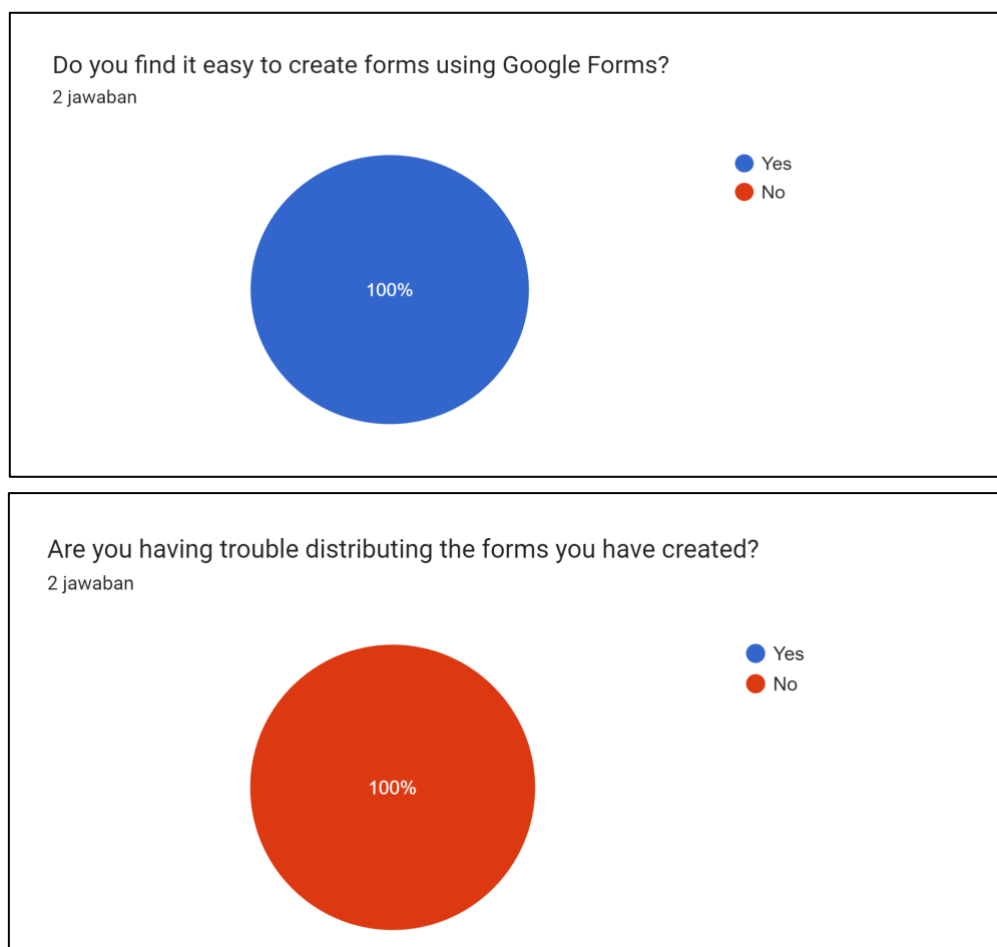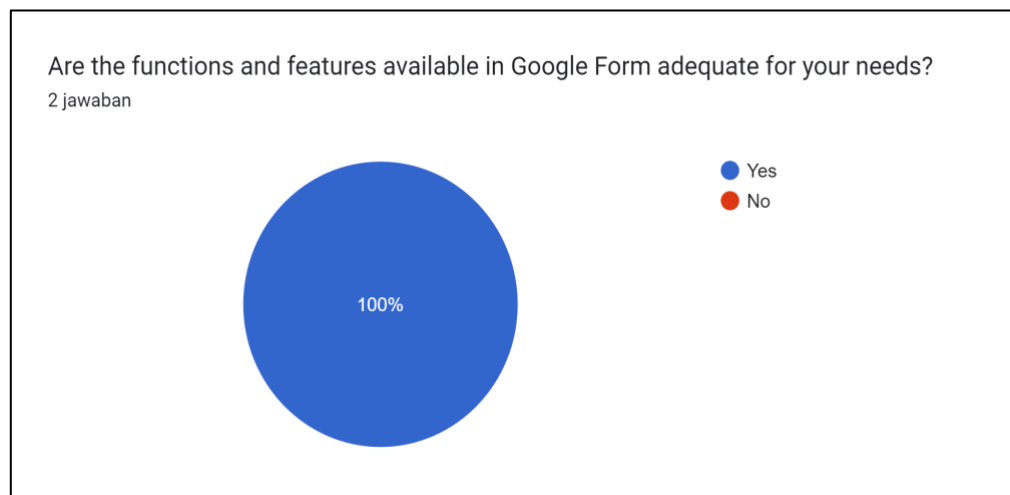
Figure 1. Findings

Based on the table and data above, the researcher conducted this study using a qualitative design based on several experts that several techniques in data collection. The researcher has completed the data using a questionnaire with lecturers; this technique is not only to make the explanation or description of phenomena clear but also to convince readers, researchers, and others. The questionnaire is a tool used by the researcher in this study to collect data. Test scores, self-completion questionnaires, and attitude scales are often used in educational surveys (Cohen et al., 2007, p. 206). Questionnaires according to Babbie (2014, p. 262) are a set of questions intended to provide the data the researcher needs. Such research involves giving several questionnaires to respondents to fill out to collect the data the researcher needs to address the research problem. The questionnaire will be used in this study to determine the students' English learning objectives. The researcher uses Gardner's Attitude and Learning Outcomes Questionnaire. The questions in the questionnaire use English plus one key question regarding the problem of students' low language proficiency in their English studies. Students are asked to choose four options to indicate their level of agreement or disagreement: SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). Questions are asked to each student according to their thoughts and feelings. The rating scale is used in the matter for language skills questions. Based on their answers to the questions, a qualitative interpretation of the data is made. From the results of the questionnaires that have been distributed to sixth-semester English students, Google Forms received very good responses resulting in the following data:

Table 2. Questionnaire Item

Item	Percentage
Interest	95,2%
Convenience	88,9%
Increase Score	94,4%
Time Discipline	77,8%

From these results, it can be concluded that the use of Google Forms in the evaluation process is highly appreciated by students, with significant percentages indicating interest (95.2%), convenience (88.9%), improvement in exam scores (94.4%), and efficiency in time management (77.8%). This immediate feedback system encourages students to continually learn and strive for personal growth, as observed in other studies on digital tools in education (Smith & Jones, 2020; Brown & Green, 2021).

Furthermore, the collaboration feature of Google Forms has promoted teamwork and enhanced students' collaborative skills by allowing them to work on tasks and projects at their own pace and convenience. This feature's effectiveness has been documented in various educational settings, emphasizing its role in improving collaborative efforts and reducing training and adaptation time (Mansor, 2020; Hamdani, 2021). Additionally, the real-time data collection and analysis capabilities

of Google Forms have enabled teachers to provide quick feedback, which is crucial for student development. This aligns with findings from other research indicating that digital tools enhance the assessment process's efficiency and accuracy (Johnson & Lee, 2022; Fudhla, 2022).

The implementation of Google Forms in the English language evaluation process at the University of Muhammadiyah Mataram aligns with the trend of using digital assessment tools in higher education (Smith & Johnson, 2022). This shift reflects the evolution of educational practices in the 21st century (Brown et al., 2023; Lee & Wong, 2021). The positive reception of Google Forms by faculty and students at this university supports findings from similar studies in various educational contexts (Anderson, 2022; Zhang & Liu, 2023).

The high interest of students (95.2%) in using Google Forms for evaluation indicates that digital tools can significantly enhance learner engagement (Garcia & Martinez, 2023; Thompson, 2022). This engagement is crucial for effective learning outcomes, as it encourages active participation and independent learning (Wilson et al., 2023; Patel, 2022). The convenience factor (88.9%) reported by students aligns with research showing that user-friendly digital tools can reduce the cognitive load associated with assessment processes (Chen & Park, 2023; Ramirez, 2022).

The reported improvement in exam scores (94.4%) is particularly significant and supports the notion that digital assessment tools can positively impact academic performance (Taylor & Robinson, 2023; Kim, 2022). This improvement can be attributed to several factors, including immediate feedback, which has been shown to enhance learning retention and metacognition (Lopez et al., 2023; White, 2022). Additionally, Google Forms' ability to provide instant results enables timely interventions and personalized learning strategies (Davis & Moore, 2023; Jackson, 2022).

The increased time discipline (77.8%) among students using Google Forms reflects the tool's capacity to foster better time management skills (Harris & Nelson, 2023). This finding is consistent with research indicating that digital assessment tools can help students develop essential self-regulation abilities (Foster et al., 2023; Green, 2022). Google Forms' real-time data collection and analysis features not only benefit students but also allow instructors to make data-driven decisions quickly, improving overall teaching quality (Martin & Lewis, 2023; Nguyen, 2022). Furthermore, Google Forms' collaborative features align with contemporary pedagogical approaches that emphasize cooperative learning and peer interaction (Clark & Adams, 2023; Rodriguez, 2022).

It is important to note that the successful implementation of Google Forms at the University of Muhammadiyah Mataram should be considered within the broader context of digital literacy and infrastructure availability (Evans & Turner, 2023). The high adoption rates and positive outcomes observed in this study may be influenced by factors such as the university's technological readiness and the digital competencies of faculty and students (Baker & Hill, 2023; Yamamoto, 2022). Future research could explore these contextual factors to provide a more comprehensive understanding of the tool's effectiveness across various educational settings (Scott & Phillips, 2023; Zhao, 2022).

Overall, this study confirms the significant impact of Google Forms in the English evaluation process at Muhammadiyah University of Mataram. The tool's user-friendly interface, efficiency in data collection, and ability to engage students substantiate its value in modern educational practices. This research contributes to the broader understanding of digital tools in educational assessment and offers practical insights for educators and policymakers aiming to enhance evaluation processes through technology.

4. Conclusion

Based on the research conducted by the analyst, it can be concluded that Google Shapes could be an important apparatus within the English assessment prepared at the University of Muhammadiyah Mataram. The study found that utilizing Google Shapes is basic in creating a more participatory and lock-in learning environment. The real-time information gathering and investigation, including Google Forms, has made a difference in instructors giving understudies fast input, empowering understudies to recognize their ranges of quality and regions for change. The consideration moreover highlighted the comfort, speed, common sense, and proficiency of Google Shapes, which understudies profoundly acknowledged. Also, the collaboration includes Google Shapes advanced cooperation and improved students' collaborative aptitudes. The consideration emphasizes the critical commitment that Google Shapes makes in progressing the English evaluation

strategy at the University of Muhammadiyah Mataram, illustrating the potential of computerized apparatuses to convert educating strategies and make viable learning spaces.

Declarations

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		H. conceptualize the study and design the experiments
		R.R contributed to the interpretation of the result and manuscript writing
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