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Artikel

Effectiveness Of Using Google Forms With Proctor In Online Assessment At Mtsn 5 Kediri

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ABSTRACT

The development of digital technology in education has led many schools to switch to online-based assessment systems to facilitate the learning evaluation process for teachers and students. One of the most widely used media is Google Forms, which is combined with Proctor as an exam supervision tool. This study aims to determine the effectiveness of Google Forms with Proctor in implementing online assessment at MTsN 5 Kediri. The research method used is descriptive qualitative with a case study approach on 7J students in the Natural Sciences subject, chapter on astronomy. Data were collected through observation during the exam, student scores, and interviews with supervising teachers. The results showed that the use of Google Forms with Proctor obtained a trust level of around 98% from supervisors. Based on these results, it can be concluded that the use of Google Forms with Proctor is effective in maintaining student honesty, increasing assessment efficiency, and helping teachers monitor the implementation of online exams optimally.

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PENDAHULUAN

Evaluation is an important process in planning and decision-making in the field of education. (Febriana, 2021). Through evaluation, teachers can obtain the information needed to assess the effectiveness of teaching and learning activities. Learning evaluation focuses not only on learning outcomes, but also on the process experienced by educators and students. This makes evaluation a systematic, continuous, and comprehensive process in creating effective learning.

The objectives of learning evaluation consist of general and specific objectives that complement each other. The general objective of evaluation is to collect evidence about student development and the effectiveness of the teaching methods used by educators. Meanwhile, the specific objective is to encourage students to improve their performance and identify the factors that cause success or failure in learning. Through this process, teachers can determine the appropriate corrective measures to improve the quality of learning (Kurniawan et al., 2022).

Advances in information and communication technology have driven major changes in education evaluation systems. Almost all learning activities now utilize technology as a key tool in improving the effectiveness of the learning process. Technologies such as computers, laptops, and smartphones can

be used for evaluation through various applications, one of which is Google Forms. This application is considered capable of helping teachers conduct online assessments easily, quickly, and efficiently (Fauzi et al., 2020).

Google Forms is one of the most useful platforms in the context of modern education. Using Google Forms allows teachers to save time and money because the assessment process is carried out without having to print questions on paper. In addition, the assessment results can be automatically summarized so that teachers can quickly assess and provide feedback to students. Google Forms also helps create a more effective and interactive learning atmosphere in evaluation activities (Salsabila et al., 2023).

With this convenience, Google Forms are often used by teachers for daily assessments and final exams online. This platform allows teachers to monitor students' level of understanding of the material that has been taught through systematic data collection. Distributing Google Forms is also more practical because they can be sent via WhatsApp groups or other communication platforms that are easily accessible to students. This convenience makes Google Forms an evaluation tool that is well-suited to the needs of technology-based learning (Baiqunia et al., 2024).

This study was conducted to analyze the effectiveness of using Google Forms with proctors in online assessment at MTsN 5 Kediri and to determine the level of trust that supervisors have in the results of exams conducted using the Google Forms system with proctors. This research is also considered important because there are still few studies discussing the effectiveness of using Google Forms with proctors in Indonesia. The results are expected to benefit teachers, schools, and other stakeholders in their efforts to improve the quality of online assessment in Indonesia.

METHOD

This study uses a qualitative descriptive method with a case study approach that aims to determine the effectiveness of using Google Forms with Proctor in online assessment at MTsN 5 Kediri. Qualitative descriptive research is a research strategy that focuses on describing a phenomenon in depth by producing data in the form of words, not numbers. This approach was used because it provides a comprehensive understanding of the implementation of online assessment in a real school context (Rusli, 2021).

The research design was a single case study focused on grade 7J Natural Sciences (IPA) chapter Astronomy, which had implemented online exams using Google Forms and Proctor. The research was conducted at MTsN 5 Kediri in the 2024/2025 academic year, located in the school's computer laboratory. Research data was collected through three techniques, namely direct observation during the exam to observe student activity and honesty, documentation of scores from Google Forms to assess learning outcomes, and interviews with supervising teachers to obtain information about the effectiveness of using Proctor in exams. The data obtained was then analyzed descriptively to describe the level of effectiveness of the online assessment system.

In general, the research stages include problem identification, data collection, analysis of results, and drawing conclusions. Researchers play a direct role as the main instrument in data collection and interpretation. The initial assumption of this study is that the use of Google Forms with Proctor can increase student honesty, assessment efficiency, and assist teachers in optimally supervising online exams.

RESULTS AND DISCUSSION

Online assessment using Google Forms with proctors at MTSN 5 Kediri in grade 7J for the subject of science, chapter on astronomy, showed a high level of trust from proctors, which was around 98%. This figure shows that the use of proctors is effective in maintaining the integrity of online exams because it minimizes cheating, such as opening other websites or additional applications during the exam. The results obtained by students reflect their genuine efforts because the proctor system directly monitors the activities of exam participants. The proctor also functions to set the start and end times of the exam and automatically deactivate questions to maintain the regularity of the assessment process.

In addition to maintaining exam integrity, the use of proctors makes it easier for teachers to conduct assessments efficiently (Dadashzadeh, 2021). Exam results can be accessed

directly through Google Forms and processed using Excel, making the correction and recapitulation process faster and more accurate (Utami, 2021). Teachers can immediately see respondents' scores and analyze student performance without having to make manual corrections. Thus, the implementation of this system not only improves the effectiveness of exam supervision but also the efficiency of teachers' work in assessing student learning outcomes.

From a technical standpoint, students first fill in their personal details on Google Forms before completing the questions, and this data is automatically stored in a spreadsheet to facilitate analysis. This process reduces the risk of input errors and speeds up data collection compared to conventional paper-based methods. The use of Excel allows teachers to analyze learning outcomes in depth with the help of formulas and graphs, so that areas of difficulty for students can be identified. Strict proctor supervision also gives teachers peace of mind that the results obtained by students are a true reflection of their abilities.

The COVID-19 pandemic has required educators to be more creative in utilizing technology, including in terms of learning assessment. Google Forms has become an effective tool for collecting and managing student data due to its ease of access and flexibility. This innovation has encouraged teachers to explore new ways of designing both summative and formative assessments. Teachers' creativity in integrating proctoring with Google Forms is an important factor in maintaining the validity of remote assessments (Munawaroh et al., 2021).

In addition, Google Forms also offers various features that can be developed to improve the quality of evaluation, such as automated grading and integration with Google Classroom. These features allow teachers to provide quick feedback to students and monitor their progress on an ongoing basis. Evaluation is no longer just a final assessment, but also a means of reflection and learning for students. Thus, the use of Google Forms with proctors not only increases the efficiency of assessment, but also strengthens a culture of honest and independent learning in the school environment.

CONCLUSION

This study concludes that the use of Google Forms with proctors in online assessment at MTsN 5 Kediri, particularly in the 7J class Natural Sciences subject chapter on astronomy, has proven effective in maintaining student integrity, improving assessment efficiency, and facilitating teachers in supervising online exams. The results of the study show that this system obtained a 98% confidence level from supervisors, indicating that proctors play an important role in preventing cheating and ensuring that exam results reflect students' true abilities. In addition, the integration of Google Forms with automated assessment features and other Google application support makes the evaluation process faster, more accurate, and more efficient.

Based on these findings, the use of Google Forms with proctors is recommended for wider application in digital learning evaluation systems, both in madrasahs and public schools. Further research is recommended to examine the effectiveness of this system at different levels of education or in other subjects to obtain a more comprehensive picture of its potential application in improving the quality of technology-based assessment.

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