



THE EFFECTIVENESS OF USING GOOGLE FORMS FOR MIDTERM EXAMS IN THE SECOND SEMESTER OF THE 2024/2025 ACADEMIC YEAR AT SMP DASA SEMESTA IN BOGOR CITY

Afif Ahmad Wiranata¹, Kayla Syauqiah², Dhiara Artika Nurani

^{1,2}Universitas Ibn Khaldun Bogor. Jl Soleh Iskandar, KM 2 Kota Bogor, Jawa Barat

afif.tpuika2021@gmail.com

Abstrak

Penelitian ini dilatarbelakangi oleh perkembangan teknologi yang terjadi dalam bidang pendidikan. Banyaknya tenaga pendidik yang sudah menerapkan Google form sebagai media penilaian hasil belajar siswa membuat peneliti ingin melakukan penelitian tentang efektifitas penggunaan Google form pada ujian tengah semester di SMP Dasa Semesta Kota Bogor. Tujuan dari penelitian ini adalah untuk mengetahui efektifitas penggunaan Google form untuk ujian tengah semester dan pendapat siswa tentang penggunaan Google form pada ujian. Jenis penelitian pada penelitian ini adalah penelitian deskriptif kuantitatif dengan teknik pengumpulan data melalui angket yang disebar secara online menggunakan Google form kepada responden. Hasil penelitian ini secara ringkas dapat disimpulkan penggunaan Google form tidak terlalu sulit digunakan oleh siswa serta mudah dalam menjawab pertanyaan, dari segi waktu yang digunakan lebih fleksibel dan menghemat waktu, siswa berpendapat penggunaan Google form menyenangkan dan meningkatkan kemampuan siswa dalam memakai tablet atau komputer, siswa lebih puas dalam penggunaan Google form karena lebih efektif dari pada kertas soal

Kata kunci: Efektifitas, Pembelajaran, Evaluasi, Google form

Abstract

This research is motivated by technological developments in the field of education. The large number of educators who have implemented Google forms as a medium for assessing student learning outcomes has made researchers want to conduct research on the effectiveness of using Google forms in mid-term exams at SMP Dasa Semesta, Bogor City. The purpose of this study was to determine the effectiveness of using Google forms for mid-term exams and students' opinions about the use of Google forms in exams. The type of research in this study is quantitative descriptive research with data collection techniques through questionnaires distributed online using Google forms to respondents. The results of this study can be summarized briefly that the use of Google forms is not too difficult for students to use and is easy to answer questions, in terms of time used it is more flexible and saves time, students think that using Google forms is fun and improves students' ability to use tablets or computers, students are more satisfied with using Google forms because they are more effective than paper questions

Keywords: Effectiveness, Learning, Evaluation, Google form

Submitted: 2025-12-10 Approved: 2025-12-28 Published: 2026-01-06



Citation: Wiranata, A. A., Syauqiah, K., & Nurani, D. A. (2026). The Effectiveness of Using Google Forms for Midterm Exams in the Second Semester of the 2024/2025 Academic Year at SMP Dasa Semesta in Bogor City. Educate: Jurnal Teknologi Pendidikan, 69-79

Introduction

In education, teaching methods and learning media are important elements that must be considered so that, with the availability of technology, experts strive to make changes that help teaching and learning activities. (Purba, Tamrin & Bachtiar. 2020) The changes that have occurred in digital-based learning have had a positive impact, such as making it easier for students to obtain learning resources, saving time in completing assignments, and making it easier for teachers to evaluate student learning outcomes. (Husein 2016) Tests and exams, which were previously conducted conventionally (using paper-based tests), have now shifted to online tests using the Google Forms application. The implementation of learning assessment and evaluation using test sheets requires a longer process and higher costs (Samsiadi & Humaidi, 2022), whereas Google Forms only requires an internet connection and a smartphone.

Google Forms is an alternative medium that is widely used to conduct tests, surveys, and questionnaires online and is more cost-effective. (Lestari & Putra, 2020) Google Forms has been used since 2020 to address distance learning during the pandemic. Google Forms is used for attendance, exercises, and other tasks. Teachers can receive responses from respondents quickly without having to check them. Student scores can be viewed automatically and corrected. According to Wisudariani (2016), students must be well-prepared so that exams or learning evaluations can run smoothly. Conducting mid-semester exams with Google Forms also provides students with insight into the use of technology.

According to Samsiadi (2022), Google Forms are very effective for both the learning process and the assessment of learning outcomes. Compared to paper-based tests, Google Forms are more effective in terms of cost, energy, and time. Therefore, teachers or educators must be able to operate technology-based learning media so that learning is in line with the times and is more efficient and optimal in achieving educational goals. However, Google Forms also has weaknesses. When the signal network is disrupted, the application cannot run properly. Sometimes, answered questions are not sent, the application cannot be opened, or it is sent late, causing students to be considered as not having taken the exam. According to Samsiadi (2022), Google Forms are very effective for both the learning process and the assessment of learning outcomes. Compared to paper-based tests, Google Forms are more effective in terms of cost, energy, and time. Therefore, teachers or educators

must be able to operate technology-based learning media so that the learning process is in line with the times and is more efficient and optimal in achieving educational goals. However, the use of Google Forms also has weaknesses; when the signal network is disrupted, the application cannot run properly. Sometimes, answered questions are not sent, the application cannot be opened, submissions are late, and students are considered not to have taken the exam.

Santoso (2019) stated that the results of research conducted on ninth-grade students at State Junior High School 9 in Bogor City showed that the use of Google Forms as an assessment tool was very effective in improving student learning outcomes in information and communication technology lessons. This study is in line with research conducted by Septiawan (2020), which stated that Google Forms can be used not only for assessing student learning outcomes but also as a medium for distance learning. The purpose of this study is to determine the effectiveness of using Google Forms in conducting midterm exams at Dasa Semesta Junior High School In Bogor City. This is what motivated the researcher to conduct a study entitled "The Effectiveness of Using Google Forms for Midterm Exams at SMP Dasa Semesta Kota Bogor."

Research Method

The research method used in this study is the descriptive method with a quantitative approach. Sugiyono (2012) argues that the method used to study a particular population or sample involves data collection using research instruments and quantitative data analysis, with the aim of testing predetermined hypotheses. Meanwhile, according to Sugiyono (2017:35), the Quantitative Descriptive method is an analysis conducted to observe the existence of independent variables, either on one variable or more, without comparing the variables themselves and seeking relationships with other variables. The data in this study is primary data collected through an online questionnaire distributed via Google Forms to 141 students in grades VII, VIII, and IX at Dasa Semesta Junior High School in Bogor City in the odd semester of the 2024/2025 academic year.

Findings and Discussion

The respondents in this study consisted of all students at SMP Dasa Semesta Kota Bogor, totaling 141 students. Data collection in this study was conducted using

an online questionnaire distributed to students with answers on a scale of 1 to 4, namely disagree, disagree somewhat, agree, and agree strongly.

There were 10 statements that the students had to answer, and the results of the sample answers are summarized in the diagram below:

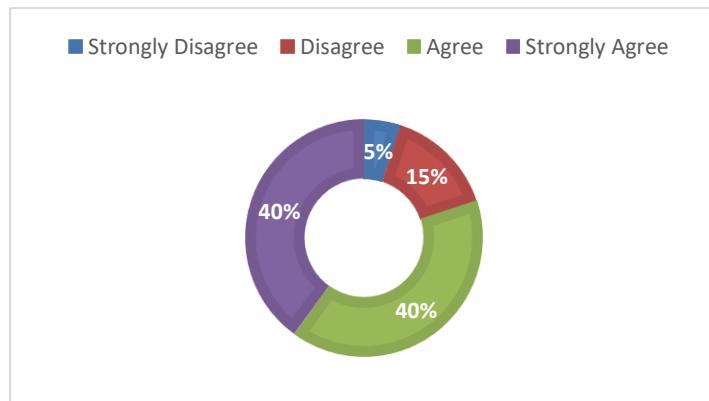


Figure 1 The Opinions of Google forms are easy to use

The first statement regarding the use of Google Forms was that most students stated that Google Forms were easy to use, with a percentage of 80%. From the data above, it can be concluded that Google Forms are more effective and easier to use for exams than paper-based tests.

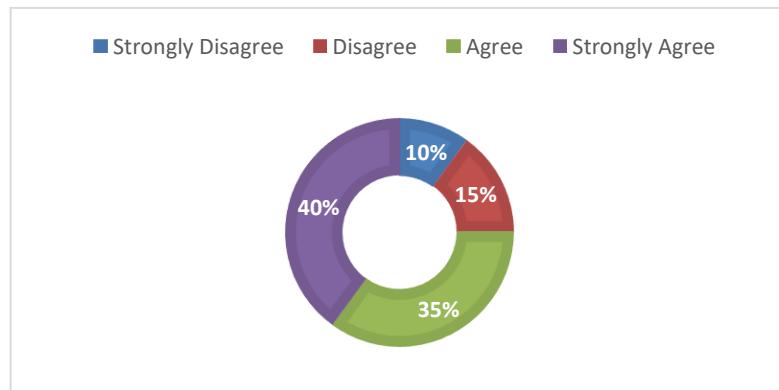


Figure 2 The Opinions of Google Forms makes answering questions easy

Based on the data in the second statement, 75% of students agreed that Google Forms are easy to use for answering questions and are more effective.

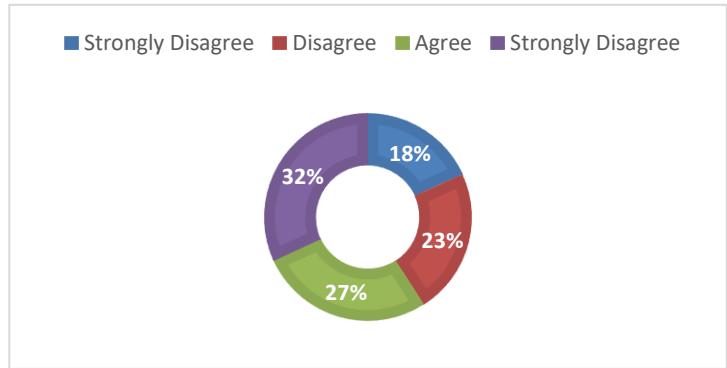


Figure 3 The Opinions of Using Google Forms is More Flexible in Terms of Time

Based on the data shown in Figure 3, 65% of students at Dasa Semesta Junior High School in Bogor City agreed that Google Forms are more flexible in terms of time because answering questions and collecting answers is faster, can be corrected automatically, and can display scores and discussions after the answers are collected.

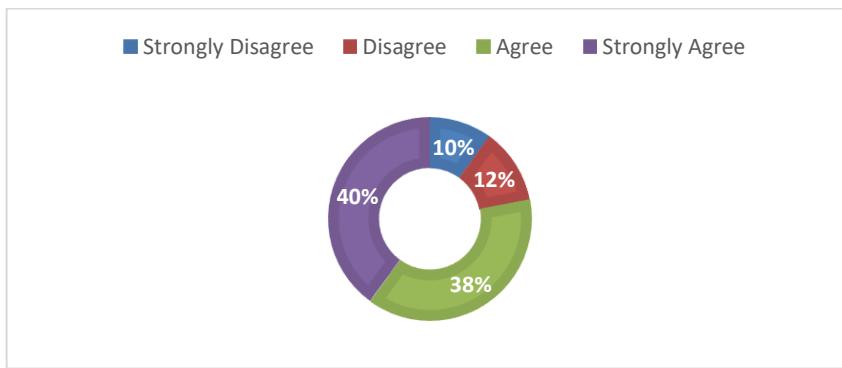


Figure 4 The Opinions of Use Google Form more fun to answer exam questions.

Based on the data shown in Figure 4, 78% of students at Dasa Semesta Junior High School in Bogor City agree that using Google Forms is enjoyable when answering exam questions. This means that students prefer to use Google Forms as a substitute for paper exam sheets.

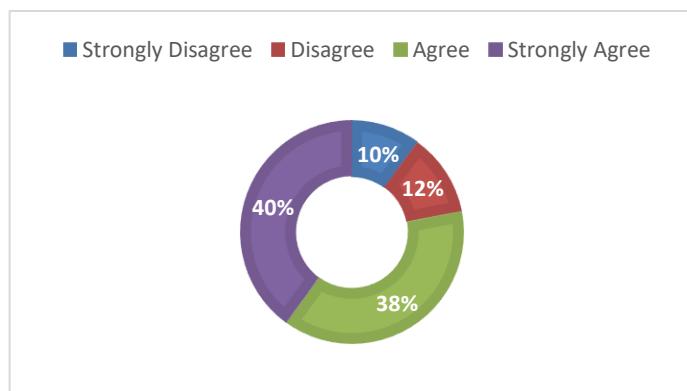


Figure 5 The Opinions of Online exams with Google Forms has improved my ability to use tablets/computers.

Based on the data shown in Figure 5, 78% of students at Dasa Semesta Junior High School in Bogor City agreed that the use of Google Forms in exams improved students' ability to use tablets and computers, thereby increasing students' knowledge of technology use.

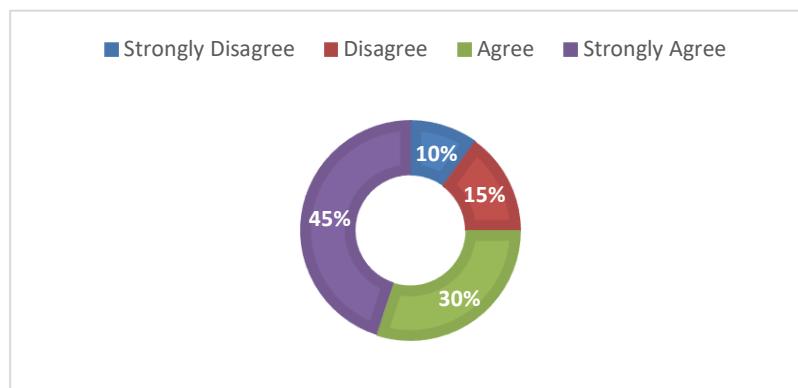


Figure 6 Google Forms are more effective during exams than paper tests or manual tests.

Based on the data shown in Figure 6, 75% of students at Dasa Semesta Junior High School in Bogor City agree that the use of Google Forms in exams is more effective than using paper or manual tests. From this data, it can be concluded that students believe that the use of Google Forms in exams is more effective than the use of paper tests and manual responses.

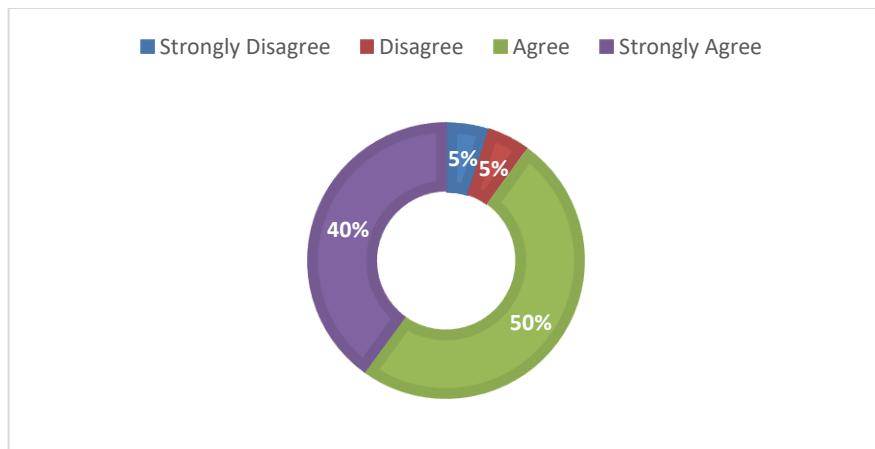


Figure 7 : The Feelings of more satisfied during exams when using Google Forms.

Based on the data shown in Figure 7, 90% of students at Dasa Semesta Junior High School in Bogor City agreed with the use of Google Forms, and students felt more satisfied when taking exams using Google Forms. From this data, it can be concluded that students have a high level of satisfaction when using Google Forms in exams.

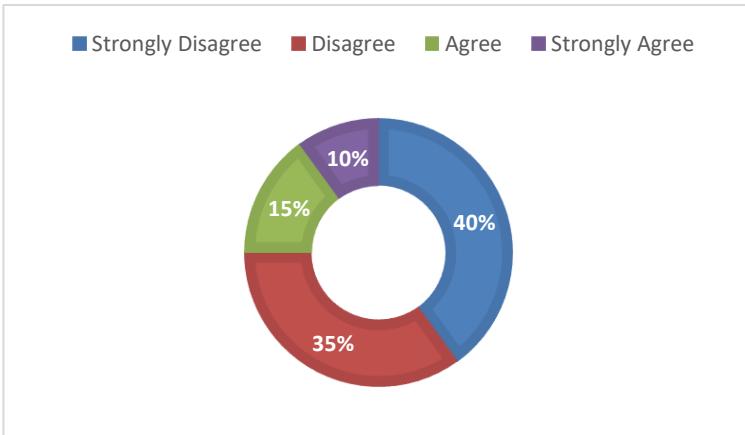


Figure 8 The Brighter Paper-Based Exams

Based on the data shown in Figure 8, 25% of students at Dasa Semesta Junior High School in Bogor City agreed and preferred to take exams on paper, but 75% of students disagreed with taking exams on paper. This statement reveals that it is a trick question designed to test the honesty of students in filling out the questionnaire. It also confirms that students have different opinions on the use of paper during exams because both paper and Google Forms have their own advantages and disadvantages.

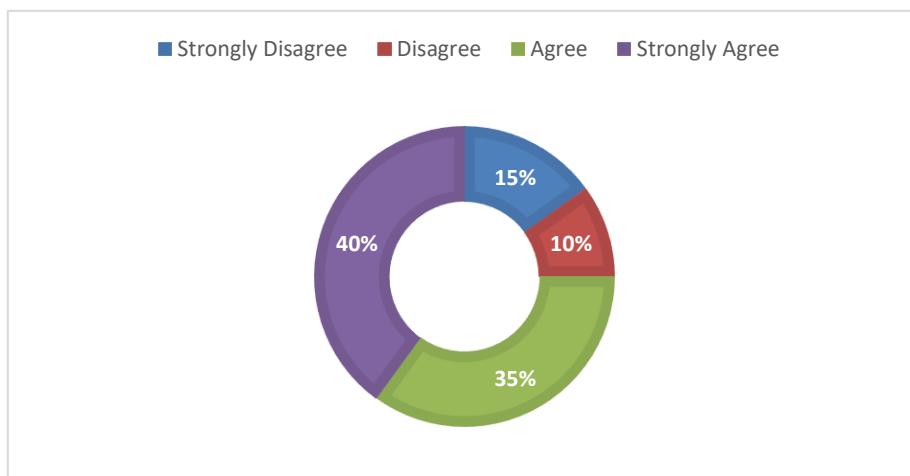


Figure 9 : The Opinions of Using Google Forms During Exams Saves Time

Based on the data shown in Figure 9, 75% of students at Dasa Semesta Junior High School in Bogor City agreed to take exams using Google Forms because it was considered to save time. This proves the effectiveness of using Google Forms in exams because it saves students time in answering questions and saves teachers time in checking exams and grading students.

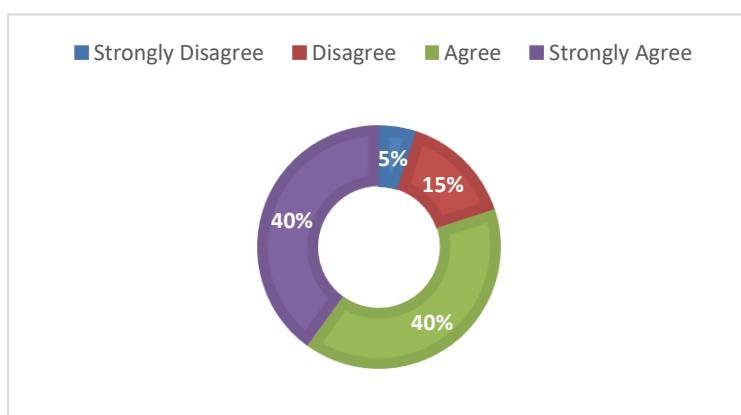


Figure 10 The Opinions of Google Forms are more Efficient to Use During Exams

Based on the data shown in Figure 10, 80% of students at Dasa Semesta Junior High School in Bogor City agree that Google Forms are more efficient in exams because students cannot share answers or cheat in exams. This provides a solution for teachers in minimizing cheating in exams by using Google Forms.

Based on the results of the descriptive analysis of the primary data obtained, it can be confirmed that overall, the average response (agree) score reached 76.44, so it can be concluded that most students at Dasa Semesta Junior High School in Bogor City agree that the use of Google Forms is effective for midterm exams and subsequent exams.

Conclusion

Based on the results of data analysis conducted on students at Dasa Semesta Junior High School in Bogor City, it can be concluded that the use of Google Forms has proven to be effective in conducting midterm exams. This is evidenced by the responses from respondents who stated that Google Forms are easy to use, with 80% of students agreeing with this statement. From the second statement, 75% of students also agreed that the use of Google Forms makes it easier for students to answer exam questions. In the third statement, 65% of students agreed that the use of Google Forms was more efficient in terms of time. In the fourth statement, 78% of students thought that the use of Google Forms made exams more enjoyable. In the fifth statement, 78% of students agreed that the use of Google Forms in online exams could improve students' ability to use tablets/computers.

In the sixth statement, 75% of students agreed that using Google Forms was more effective than using paper or manual methods. In the seventh statement, 61% of students were more satisfied using Google Forms to answer exams. In the eighth statement, 38% of students agreed and preferred paper exams, but 32% of students disagreed with this perception. In the ninth statement, students believe that using Google Forms saves time, and 75% of students agree with this statement. In the final or tenth statement, the use of Google Forms during exams is very efficient because it minimizes cheating when answering exam questions, and 80% of students agree with this.

Based on the results of the research described above, educators are expected to use Google Forms in assessment, learning evaluation, and written tests because Google Forms have proven to be effective and more efficient in providing convenience for both teachers and students, especially in terms of time and cost. Educators will find it easier to correct students' answers and send grades automatically once the answers have been submitted, thus saving time on checking. The use of technology in education can have a positive impact on the development of the education sector in Indonesia, and students will also gain knowledge and insight into the use of computers and the internet as learning media.

References

Akbar, A., & Noviani, N. (2019, July). Tantangan dan solusi dalam perkembangan teknologi pendidikan di Indonesia. In Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang.

Husein, H. (2016). Penggunaan Google form sebagai alat penilaian kinerja Dosen di Prodi PGMI UNISKA MUHAMMAD ARSYAD AL BANJARI. *Jurnal Pendidikan Dasar Islam*, 8(1), 40–50.

Lestari, W. I., & Putra, E. D. (2020). Efektivitas Pembelajaran Matematika Menggunakan Media Pemberian Tugas Google Form Di Masa Pandemi Covid-19 Terhadap Hasil Belajar Siswa. *Laplace : Jurnal Pendidikan Matematika*, 3(2). <https://doi.org/10.31537/laplace.v3i2.379> Purba R

A., Tamrin, A. F., Bachtiar, E., Makbul, R., Rofiki, I., Metanfanuan, T., ... & Ardiana, D. P. Y. (2020). *Teknologi Pendidikan*. Yayasan Kita Menulis.

Safii, I. (2021). Efektivitas Evaluasi Hasil Belajar Bahasa Indonesia Melalui Aplikasi Google form. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 20(2), 151-156

Samsiadi, S., & Humaidi, M. N. (2022). Efektivitas Google form Sebagai Media Penilaian Dan Evaluasi Pembelajaran Pai Di Smk Negeri 1 Berau Kaltim. *Research and Development Journal of Education*, 8(2).

Santoso, S. (2019). *Mahir statistik parametrik*. Elex Media Komputindo. Septiawan, F. (2020). Efektivitas penggunaan Google form dalam pembelajaran daring pada mata pelajaran pemeliharaan mesin sepeda motor di SMK Negeri 1 Koba. *Jurnal Pendidikan Teknik Mesin*, 7(2), 129-135.

Sugiyono. (2012). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta, CV.

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Bandung: Alfabeta.

Sugiyono, (2009). Metode Penelitian Kuantitatif, Kualitatif dan R&D, Bandung : Alfabeta Utami, L. W. S. (2021). Penggunaan Google form dalam evaluasi hasil belajar peserta didik Di masa pandemi covid-19. TEACHING: Jurnal Inovasi Keguruan dan Ilmu Pendidikan, 1(3), 150-156.

Wisudariani, Ni Made. (2016). Developing DIT and Reflection Assessment Model for the Teaching of Speaking Containing Character Values. Journal of Education and Social Sciences, 5(2), 104-109.