Using Google Forms as an Online Learning Assessment Tool for Non-EFL Students

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Abstract

This research investigates the use of Google Forms as an online learning assessment tool for non-EFL students at Institute Technology Business AAS Indonesia and to know the strengths and limitations of Google Forms in assessing English students' learning. This is descriptive qualitative research. The method of collecting data in this research used observation. The analysis shows that Google Forms is a practical, effective, and easy learning assessment tool for English lecturers in mid-term tests and final tests in English courses. We can use Google Forms by first logging into a Google account, making a learning assessment title, setting the initial learning assessment, deciding on question type, making questions, making answer keys and default scores, copying a URL link test, sharing, scoring, and analyzing the result. We can set a time limit for taking questions/quizzes on Google Forms so students can work on test questions on time. Google Forms offers benefits that help us to create English tests. It is free to use, easy to use, integrated with Google Sheets, can be easily used and shared, and data presentation from respondents can be presented in various forms, open source, saving cost, saving time and energy, storing data securely, integrated add-ons, having short URLs, having many choices of quiz menus, having auto-summary and real-time survey results. However, Google Forms has limitations including limited design and font choices, limited export options only to Google Sheets and PDF, no email notifications, no editing/modification history, and Google Forms cannot be used in online discussion forums. However, the pros and downsides of using Google Forms as an online assessment tool were not discussed in depth by the researchers. In this scenario, the researcher intends to carry out a study on Google Forms by enrolling in the teaching site's 'English 2' course.

Keywords: assessment tool, Google Form, online learning assessment

Introduction

During this digital era, there have been a lot of changes in the teaching system provided by teachers and lecturers. Schools have used various strategies so that learning continues to be carried out comfortably. Teachers must prepare online learning tools and students adapt to learn independently(Fitria, 2021a). One of the media that teachers use a lot in making exam questions is by using an online form (Fitria, 2020).

The implementation of learning assessment in higher education institutions is an obligation that must be carried out by lecturers as the duties and responsibilities. Besides that, technological development Information in the era of the Industrial

Revolution is a challenge for lecturers to always change.

In addition, information technology is currently an advantage and convenience for lecturers who are ready or have the skills to use it (Fitria, 2021b). Technology will have a bad impact when lecturers do not have the skills to use information technology. The world of education is very dynamic, this encourages lecturers to always adapt to developments and changes that happen. Education in the 4.0 era is no longer a conventional educational institution with the process of learning and evaluation in the old way. Of course, this becomes a challenge for some academics in carrying out the process of learning and evaluating learning outcomes. In the current period where learning can be carried out remotely using online methods, schools and teachers are confused about making assessments. In the normal learning process, assessment is easily done through tests both orally and in writing. Therefore, teachers and schools are looking for alternative learning assessment tools that are effective and easy to use.

The very presence of information technology is quickly and accurately able to provide opportunities and convenience and become a challenge for lecturers. To always develop and bring innovation, especially when evaluating learning every semester or college assignment. The process of planning, implementing, and evaluating/assessing learning reveals the efficacy of teachers in learning. After the teacher has explained the material during the learning process, the respective subject instructor will conduct a learning evaluation after each unit or semester. The task and evaluation of learning performed must be evaluated for efficiency. Likewise for evaluation or evaluation. Both exams and assessments must be completed online.

As is common for face-to-face classes, assignments are a source of teacher evaluation. Nonetheless, some modifications are required for the online learning program. For instance, detailed but succinct written instructions will considerably aid students in comprehending what must be done. In addition, the provision of a distinct date and time for assignment submissions provides a definite time frame so that the dissemination of work and evaluation of assignments can proceed without interruption. In online learning, assignments can serve as students' primary source of grades, rather than examinations being abandoned once a grade has been obtained. Exams are still required to evaluate the learning process that has occurred. Teachers cannot monitor how students complete exams at home, so exam rules must be modified. For instance, the exam material is designed to be completed with an open book. Or, in a more integrated online system, students may take exams from home on a predetermined schedule in real time.

In the world of education, assessment can not be separated from learning

activities. The learning itself is to find out the extent to which the success is carried out, what is called an assessment. A good assessment must be based on a theoretical basis which is then strengthened by technical steps to carry out the assessment. A learning process that is carried out cannot be separated from evaluation. Evaluation learning is an assessment process that is carried out systematically and continuously for students to find out learning outcomes that cover various things. To determine how well one has learned something, assessment is an essential step in the learning process. In addition to serving as feedback and material for the enhancement of the following learning, assessments are used. In addition to this, the evaluation is supposed to offer an overall picture of how well students have achieved their skills.

Assessment of the learning process is very important to know the progress of the ability and quality of each student. Learning assessment has the aim to determine the effectiveness and efficiency of each end of learning. So that with the evaluation of learning, the lecturer will know where the lack of both objectives, materials, methods, media, learning resources, environment as well as the scoring system itself. Then the function of the assessment of learning outcomes. There are 4 parts, such as 1) the formative serves to provide feedback to the lecturer as a basis for improving the learning process, and 2) the summative function is to determine the value of progress/learning outcomes. 3) diagnostics has a function to understand and 4) know the background (psychological, physical, and environmental) of students, so the difficulties experienced by students can be used as a basis for problem-solving. Fourth, placement serves to place students in certain situations.

The step of the learning process known as assessment is a very crucial one. In the absence of assessment, it will be difficult to determine whether or not pupils have met their learning objectives (Isa, 2020). Students are often evaluated based on their learning through the administration of a written exam, which is typically comprised of a device consisting of a question sheet and an answer sheet. The next step, which is for the instructor to evaluate each student's response sheet, will reveal the outcomes of the evaluation. This requires a lot of effort and time investment on the part of the reader. Thus, alternative techniques are needed evaluation of learning that is more environmentally friendly, time-saving, and practical.

Teachers should understand more about how to conduct effective learning assessments according to what aspects should be assessed and by using what assessment tools are appropriate to measure these aspects of the assessment. The purpose of assessment in the context of the teaching and learning process serves

several purposes, one of which is to determine whether or not students have learned the information, values, norms, and skills that have been presented by the instructor. 2) to identify specific areas in which students struggle when it comes to participating in learning activities. 3) to be aware of the degree to which students succeed in various learning activities. 4) student-provided input for a teacher to consider, which can be given at any time. 5) a device for determining how far students have come in their education, and 5) the primary content of learning outcomes reports for parents.

Besides that, there are at least 6 assessment objectives concerning teaching and learning, namely: 1) Assess goal attainment. There is a relationship between learning objectives, assessment methods, and student learning methods. The way of assessment will usually determine the way students learn, otherwise, the purpose of the evaluation will determine the evaluation method used by students. 2) Measuring various aspects of learning that vary. Learning is categorized as cognitive, psychomotor, and effective. These limits are generally expressed as knowledge, skills, and attitudes/values. All types of learning should be evaluated in appropriate proportions. 3) As a means to find out what students already know. Each student enters the class with their own experiences and characteristics. Teachers need to know the condition of their students so that teachers can depart from the diverse experiences of students in starting their learning. Teachers need to know and pay attention to the strengths, weaknesses, and interests of students so that they are motivated to learn based on what they already have and what they need. 4) Motivate student learning. Assessment must also be able to motivate student learning. Teachers must master various techniques to motivate students. The results of the assessment will stimulate student action. By planning systematically from the pretest to the posttest, the teacher can arouse students' enthusiasm to study continuously. 5) Provide information for guidance and counseling purposes. Information is needed if effective guidance and counseling are needed, information related to personal problems such as data on abilities, personal qualities, social skills, and learning outcomes scores. 5) Making the results of evaluations and assessments the basis for curriculum changes. Student evaluation results, student work experience, community needs analysis, and job analysis are conventional techniques that are often used to change the curriculum.

At this time humans can produce information with the touch of a finger. People's fingers are always in contact with computers, smartphones, and tablets. With very fast internet connection support and very affordable. Until this becomes an opportunity for lecturers and students to carry out learning and evaluation of learning using an internet connection. Today, many search engine companies such

as Google provide online software facilities open source. Open source means that everyone is welcome to use the software it is free and can be accessed anytime and anywhere. Flexibility between existing devices and software is an opportunity for lecturers to develop online learning and its assessment.

One of the ways to evaluate online learning is by using a application web-based in the form of a platform, namely Google Forms. Google Forms is a Google Docs service. This application is perfect for use as a learning evaluation because it can be used to make quizzes, forms, and online surveys. To use Google Forms, we must have an account universal Google, After registering, we can use various Google products that are given for free. The function of the Google Form is to support the implementation of the evaluation. One of them can provide training web-based online so that everyone can respond to or answer questions using computer applications or cell phones. Google Forms makes it easy for students in terms of time, cost, and energy to carry out the learning evaluation process, because it is enough to use a smartphone or laptop, and students can do tasks and responsibilities well. So that the purpose of the learning carried out lecturer is maximally achieved.

Google Form is one of the tools provided by Google to collect data or organize quizzes (Barman & Baishya, 2021). Google Forms is an excellent resource for gathering information, a fast and simple method to build an online survey, with responses collected on an online form (Murray & Zoul, 2015). Google Forms is a free, easy, and fun way to collect data online (Stratton, 2020). Google Form is the best online exam application for various reasons, we can directly connect to Google's online learning application, Google Classroom. This free Google Form is free for us to use, we just need to adjust it to create online exam questions. This online exam application from Google can be used to create multiple-choice questions and long and short essays. In addition, we can use Google Forms to make surveys and questionnaires to find out how effectively the material is conveyed.

The Google Docs service includes Google Forms as one of its components. You need to have a standard Google account to use Google Forms. This requirement applies to all Google services. By logging in with this account, we'll have access to all of the free Google services and products, including Gmail, Drive, Google Play, YouTube, Site, and Blogger, as well as Google Plus. Making online registration forms at schools, distributing surveys to people online, collecting people's comments, gathering a variety of student and teacher data, offering online practice and test assignments through website pages, and providing online practice and test assignments through website pages are the features of the Google Form for education. Google Forms, or what is often referred to as Google Forms, is a

service offered by Google that enables users to create questions and answers with online features or surveys that may be built according to their specific requirements. This service is sometimes referred to as Google Forms. Users of this program will receive responses that have been provided directly from the audience members who participated in the survey. In addition, Google Forms are utilized for a variety of purposes, including the creation of questionnaires, online registration forms, and rapid counts of opinions, all of which may thereafter be administered by ourselves completely free of charge.

There are several previous studies related to the use of Google Forms. First, Iqbal et al. (2018) state that the use of Google Forms can provide an alternative to the lecturer team in organizing course assignments for Introduction Social Science Course Assignments. The advantage of using Google Forms is that it is effective, efficient, interactive,e and minimizes paper usage. Second, Azis & Shalihah (2020) state that students of Islamic education management study programs at STAI Darunnajah Bogor will find that the development of Google Form is deserving of being utilized as an effective and efficient learning assessment medium. Third, Nashrullah (2021) states that Google Form is also often used for learning evaluation media, one of which is in learning Arabic, especially multiple choice. The various types of questions that can be used in the multiple-choice questions of the Arabic language exam are ordinary multiple-choice, relationships between things (question-cause-statement), and associations. Fourth, Meirawati et al. (2021) state that at SMKN 2 Palangka Raya, the use of Google Forms as a learning evaluation tool for Islamic Religious Education subjects has generally been used well. This is evident from the preparation of the learning outcomes evaluation plan, the collection of data, the verification of data, the processing and analysis of data, the provision of interpretations, and the drawing of conclusions, as well as the existence of follow-up from the teacher. Fifth, Yuliana et al. (2021) state that the use of Google Form as an online learning assessment tool for Non-EFL students at ITB AAS Indonesia during the Pandemic Covid-19 and to know both the strengths and limitations of Google Form in assessing English students' learning.

The earlier research that was shown above explored the effectiveness of utilizing Google Forms as an evaluation medium in a variety of disciplines and courses. However, the pros and downsides of using Google Forms as an online assessment tool were not discussed in depth by the researchers. In this scenario, the researcher intends to carry out a study on Google Forms by enrolling in the teaching site's 'English 2' course. As a result, the purpose of this research is to investigate whether or not Google Forms can be utilized in the grading of English 2 classes, in addition to investigating the benefits and drawbacks associated with

utilizing Google Forms. This is connected to an appeal made by the institute, which asked that lecturers be allowed the flexibility to administer online tests using any type of application during this restricted face-to-face learning. Because of this, researchers are interested in adopting Google Forms as an online evaluation tool for students. Therefore, the investigates the use of Google Form as an online learning assessment tool for Non-EFL students at ITB AAS Indonesia and to know both the strengths and limitations of Google Form in assessing English students' learning

Methodology

This research used qualitative research. According to Perry & Nichols (2014), qualitative research did not use statistics or numbers as used in quantitative analyses. This study described the conditions as they were, without giving treatment or manipulation to the variables studied. This study placed more emphasis on the meaning of the results. In this research, the research described the use of Google Forms as an assessment tool descriptively. The method of collecting data in this research used observation. The observation technique of collecting might be accomplished by keeping an eye on digital or electronic methods (Hair et al., 2019). Observational data used were in the form of numerical, visual, or textual. This study examined how to create an English test using Google Forms as an assessment tool.

This research used the three-step analysis way as stated by Miles & Huberman (1994) such as data reduction, data display, and conclusion. In the reduction phase, the researcher reduced and selected relevant data and information, and simplified and removed irrelevant material. The researcher presented the data in a style that is easily understood, such as in photographs, narrative text (field notes), matrices, graphs, networks, or charts. In the end activity, the researcher presented the findings of this study as visuals (screenshots of the Google Form) to end the investigation.

Findings and Discussion

Findings

At the Institute Technology Business AAS Indonesia (ITB AAS Indonesia), especially in the 2021/2022 academic year, the English lecturers used Google to form an online learning assessment tool for non-EFL students' tests. The implementation of Google Forms in creating English tests can be seen below:
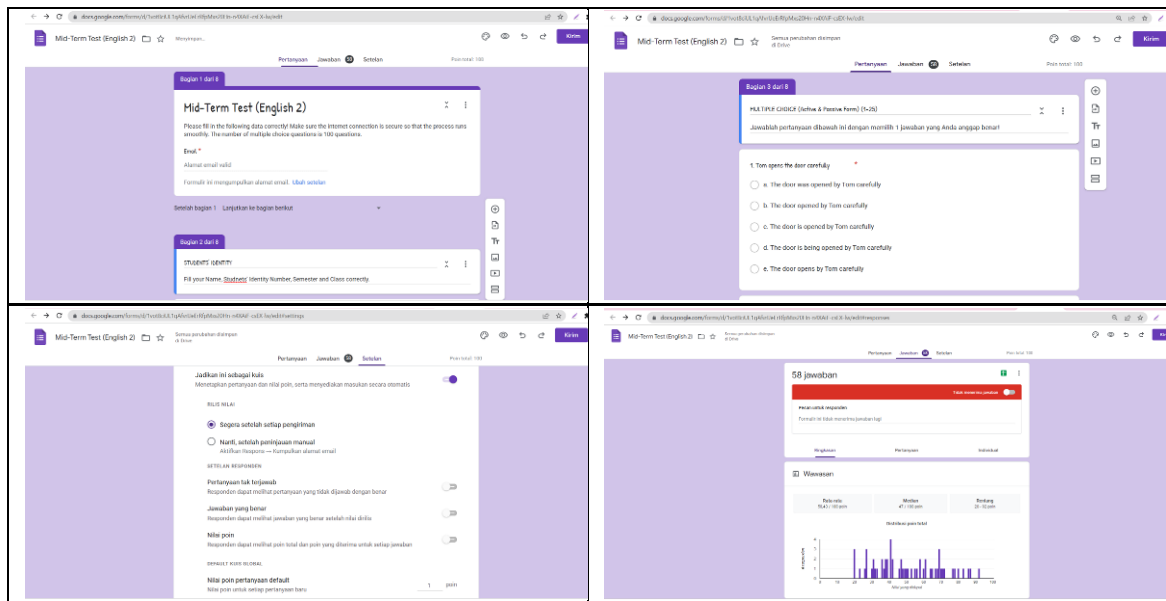
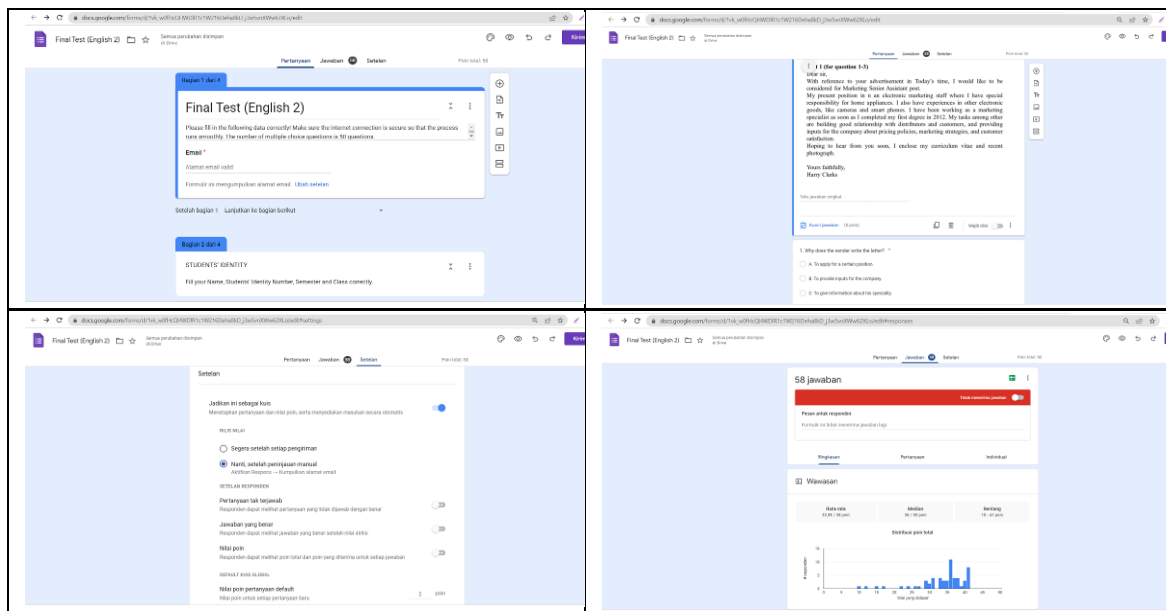**Figure 1. Creating Mid-Term Test Using Google Form**

Figure 2. Creating Final Test Using Google Form

Based on the figure above, shows that the English lecturer uses Google Forms in creating English mid-term and final tests, especially in English 2 subjects. In the process of creating questions using Google Forms, there are several stages. The first step that, the lecturer needs to do is to have a Google account. Sign in with a Google account at http://forms.google.com. Google Form is accessible on iOS and Android mobile devices. We may select the New Blank Form or use an existing

template. We may also access Google Drive at https://drive.google.com/. Click New + Additional. Select Blank Form or a pre-made template. We specify the form's title and background color. For example, the English lecturers chose the purple color as the background and wrote the form title "Mid-Term Test (English 2)" and chose the blue color as the background and wrote the form title "Final Test (English 2)".

We can explain the quiz questions posed to students such as "Please fill in the following data correctly! Make sure the internet connection is secure so that the process runs smoothly. The number of multiple-choice questions is 100 or 50 questions". Add the students' identity names including "Students' email, students' Name, students' identity number, semester, and class". Add questions, click Untitled Question, and type our question. Choose a question format such as multiple-choice then add answer choices. We can ask students to answer a question (be a mandatory question). To add additional questions, click Add Question. We can reorder, remove, or modify questions. We may add a picture to the question or link to a Google Form or YouTube video. In the form options, we may gather emails from students' responses, restrict the number of replies, and allow students (respondents) to view poll results. We make sure the value of the default questions is changed at the beginning before starting to write questions number 1 to the last. Thus, each new question already has a default value. For example in the Mid-Term test, the correct answer is given a score of 1, and in the final test, the correct answer is given a score of 2. English lecturers can directly find out the score or analysis of the responses of each student, such as in the image above.
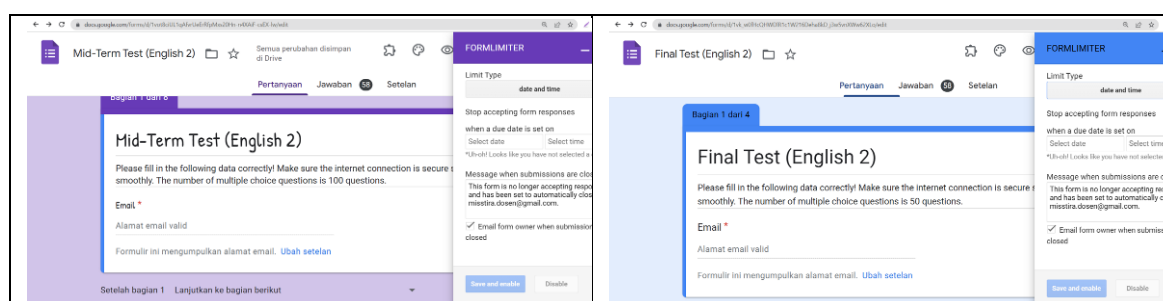

Figure 3. Integrating Time Limit for Test in Google Form

Based on the figure above, shows that the Questions must be done by students for a certain time and students can submit them according to the time specified. English lecturers can directly monitor students who have completed the English test (mid-term and final test) form via a laptop/computer or smartphone screen. To finish editing the question, please click the "3 dots icon" in the upper

right corner. Then click "Add-ons". Next, select "Form Limiter". Then, click "Install". Please wait until the installation process is complete. Once installed, please click the icon to the left of the "theme". Then select "Form limiter". Select the date and time of the exam. Enter the exam's due date and time. Enter a message when the time is up. In the next step, please send the Google Form link. We may distribute the survey by email to students. After the question form is completed, we can share the link to the test via the Telegram group for doing the English test. English lecturers can see the students' responses to English mid-term and final tests, especially in English 2 subjects. According to (Keane, 2019), creating a survey with Google Forms is straightforward. After the exam process is complete, the lecturer does not need to worry about the form data. Completed test form data used will be automatically saved to Google Drive.

Discussion

At ITB AAS Indonesia, the implementation of learning evaluation initially used a paper-based conventional media test (paper exam). Paper test-based exams are space-limited and time when doing the task so it is less effective and efficient. Then In carrying out evaluations like this, lecturers take up a lot of time, money, and money energy to make and print the end-of-semester exam questions. The researchers offered students to develop final learning evaluation media semester-based online by using Google Forms. The need for lecturers to use Google Forms to make learning evaluation questions with various existing features.

Seeing the many functions of the Google Form, the ITB AAS Indonesia English lecturers use the Google Form for various purposes, one of which is to give mid-term tests and final tests, especially in English course 2. The material Steps for making Google Forms: 1) opening the Google Form application by first logging into a Google account, 2) making a learning evaluation title with the Google Form application, 3) setting up the initial learning evaluation with the google form application, 4) making questions on the google application form, 5) making answer keys and scoring on the google form application, 6) analyzing the work of students.

Google Forms is equipped with various features that are very helpful in making exam questions. This timer will provide a time limit for working on the problem. In evaluating learning with Google Forms, English lecturers set a time limit for taking questions or quizzes on Google Forms, so that students can work on exam questions on time. By using a timer, students will tend to be more active in working on exam questions because there is a predetermined time limit. This is so that students can take advantage of the time that has been given. This timer starts when students have logged in and are ready to work on questions. When the time is

up, the students cannot work on the questions again. Therefore, the questions will automatically transmit the results of the completed questions, even if not all questions have been completed. Therefore, to complete all queries, students must be able to maximize the allotted time. After the questions have been edited and are ready to be administered to students, it is time to set a deadline for the student's work on the questions.

The Google Form application makes the teacher's job easier because the teacher does not need to correct students' answers. Student answers are automatically saved and there can be scores immediately because there is already an answer key. The daily assessment revealed that almost all students were able to follow and implement the course material, except for a few students who were inactive from the start because they lacked access to the Internet. If a student is unable to partake in assessment activities using Google Forms, the teacher administers an alternative offline assessment at the student's residence, as is customary for offline learning. From the initial analysis, it turns out that Google Forms can be used as a practical, effective, and easy learning assessment tool for both teachers and students as the object of the assessment. The teacher's work becomes lighter and students can follow the assessment easily.

Students, in addition to English lecturers or professors, are an essential component in the usage of Google Forms as an assessment medium in the learning process for teachers. Google Forms was developed by Google. The program known as Google Form comes highly recommended as a piece of software that can be used for online testing. The user interface is uncomplicated, making it simple to use as well as comprehend, and it can hold a significant quantity of data. It is highly intriguing to develop more uses for Google Forms, which is utilized as a medium for the evaluation of students' learning.

Google Form is an online exam application that can be directly connected to Google's online learning application, Google Classroom. This Google Form is free for us to use, just adjust it to make online exam question materials. This online exam application from Google can be used to create multiple-choice questions and long and short essays. In addition, we can use Google Forms to make surveys and questionnaires to find out how effectively the material is conveyed. To access it, we can open the website page https://docs.google.com/forms/, and make sure we have logged in to our Gmail account first.

Based on the use of Google Forms in creating mid-term and final tests, Google Forms offers a variety of benefits and features that help English lecturers create forms, including 1) Free use. We can use all the features of Google Forms without any additional fees or subscription fees. 2) Easy to use. Google Forms is very easy to

use and many tutorials on how to use it. It has a simple interface so that it can be used by ordinary users. In addition, Google Forms also has a drag-and-drop feature that makes it easy for users to edit forms. 3) Integrated with Google Sheets. As one of Google's products, Google Forms is integrated with other Google services such as Google Sheets. 4) Google Forms can be easily shared. By clicking the submit button, the link to the form that has been created can be sent directly to the respondent or informant that has been selected. Google Forms provides various options for sharing forms. 5) Data presentation from respondents can be presented in various forms. The data collection carried out can be presented in the form of diagrams, to spreadsheet patterns. 6) Google Forms is open source. It is included on the G-Suite side that can be used free of charge or free. 7) Saving cost. By using Google Forms created and shared online, we no longer need to print out paper surveys. 8) Saving time and energy. We do not have to leave our computers or smartphones to share surveys. 9) Storing data securely. Every form we create and every respondent's response will be saved in our Google Drive, so we do not have to worry about our data being lost or deleted. The Google Form responses will be collected and organized automatically (Martin, 2012). 10) Integrated Add-ons. Add-ons are additional modules that can add functionality and make it easier to create forms. Each add-on has a different function. 11) Having a short URL. URLs can be shortened so it is easy for us to share the quiz that has been made. Short URLs are created by Google Forms so that we can easily remember our Form addresses. Google Form is given a unique URL. When the URL is typed into any Web browser, the live form is ready to be taken (Graham, 2013). Google Forms can be shared either by clicking the shared document or sending it (Cleveland & Sharp, 2019). 12) Easy to use. Google Forms has easy operation making Google Forms easy to access and does not take long to edit and the results are not large. 13) Having many choices of quiz menus. We can freely edit various questions ranging from question and answer, multiple-choice, short questions, short answers, and many other menus. 14) Auto summary. Google Forms can automatically generate summaries or summaries of respondent responses. Google Forms provides a summary of the results in the form of graphs and diagrams to see an overview of the respondents' answers. 15) Real-time survey results. Google Forms can also display response results in real-time. Every time a respondent submits a form, the results in the Google Form will also be updated immediately.

The other benefit also supported by Utami (2021) is that during the COVID-19 epidemic, when learning must be done online rather than face-to-face, the usage of Google Forms as a medium for evaluating the learning outcomes of students is successful. Second, Anjani et al. (2021) state that the use of Google Forms as a

medium for evaluation makes it easier for teachers to ask questions and makes it easier for students to answer questions. The use of Google Forms is considered effective, practical, and efficient when used in distance learning. Third, Fauzi (2014) states that the use of Google Forms as an assessment instrument for learning Indonesian Language subjects begins with the planning phase, continues with the preparation of facilities and infrastructure, and concludes with the implementation phase. Utilizing Google Forms to evaluate the impact and benefits of learning from the perspectives of effectiveness, efficiency, attractiveness, and aesthetic appeal. Google Form assessment tool is prepared as an evaluation (Wonorahardjo et al., 2022). Google Forms to guide students through the process of evaluating the materials (Kyle, 2017). Google Forms is an efficient method for developing evaluation and assessment instruments (Smallwood, 2015). They are simple for students to access, fill out, and verify. The most advantageous aspect of utilizing Google Forms and Sheets is that they operate in real-time, allowing teachers to analyze student progress and detect whether groups are struggling, are ahead, or are not paying attention. Google Forms enables instructors to evaluate students during the presentation to determine if they are engaged. Because Google Forms offers the opportunity to include checkboxes, short answer, long answer, and multiple-choice questions.

Using Google Forms is a simple way to conduct assessments quickly and easily (Brock, 2020). According to Covili (2016), assessment is a major part of a classroom. Using Google Forms, we can create a form that will help us uncover student understanding and compile the data in an easy-to-use spreadsheet. The data collected in Google Forms give teachers powerful insight into how their student is performing (Graham & Borgen, 2017). It is added by Carrió-Pastor (2018) that Google Forms provides automatic grading for all questions, except essays.

Google Forms has disadvantages in addition to its advantages. There are several shortcomings of Google Forms that are frequently cited by users: Google Forms has several disadvantages in addition to its advantages, including 1) a limited design. Google Forms provides limited options for personalization. Google Forms only offers four font options: Basic, Decorative, Formal, and Fun. 2) Limited export possibilities. Google Forms provides only two export options, Google Sheets and PDF. Google Forms does not offer a function to convert Google Forms files to Microsoft Word (.docx) format. 3) No email notifications are available. Google Forms does not send email notifications by default when respondents conclude a survey. We must explicitly activate it via the Responses tab, the colon (located above the Receive responses menu), and the Receive email notifications for new responses option.   4) No editing/modification history. Google Forms does not have

an edit history, so we can't see the changes that have been made to the form. 5) Do not use equations. We can't use equations directly because the Google Forms program can't use mathematical symbols for each form creation. Where math problems and the answers need a mathematical equation or symbol. 6) Does not provide a turbine scale survey. Google Forms only provides 10 linear ratio limits and does not provide Thurstone scale ratios. 7) Cannot be used in online discussion forums. If Google could be used in online discussion forums, it would make the Google Form function even better.

Conclusion

One of the assessments in learning is through tests or practice questions. Generally, the test is carried out written or oral and takes time to review. Sometimes not enough time to check it so student test results can not be achieved on time. This condition is an obstacle in the teaching and learning process for some teachers to be able to check the evaluation results quickly in a limited face-to-face learning period. Google Form is currently one of the services from Google that is used to create online questions. Considering that the current learning method is carried out online or in a network. In other words, online via smartphones, computers, or laptops. With its presence, this Google Form makes online exam questions easier and faster. Google Forms makes it easy for lecturers when they have not finished making questions evaluations not yet completed are automatically saved in Google Drive. Google Forms is a choice as an evaluation medium because This application is user-friendly. In using Google Forms, lecturers do not need to make questions randomly but Google will automatically do random questions already made. Google Forms provides a feature of being able to make corrections automatically directly, so this is highly recommended for lecturers in carrying out evaluations learning in the middle and even at the end of the semester.

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