

EVALUATION OF ARABIC LEARNING OUTCOMES USING GOOGLE FORM DURING SCHOOL QUARANTINE DUE TO COVID-19 PANDEMIC

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Abstract

Covid 19 is an extraordinary disease. The impact of this pandemic has paralyzed many sectors; one of them is education. Schools are closed and replaced with online learning. Facilities needed during the process of online are the availability of gadgets, internet quota, as well as online media that are compatible. One of these is Google Form. This study aims to know and explain the procedures on the use of learning outcome evaluation by the students of class X in SMA Muhammadiyah 4 Surabaya using google form during school quarantine due to covid 19 pandemic. This study uses descriptive qualitative method with data collection technique of questionnaires and interview. Study subjects were students of class X SMA Muhammadiyah 4 Surabaya. The results of this study showed that the requirements in using Google Form is only to have gadget, google account and internet quota. In the front menu of google form there are two parts namely Question and Responses. Switch from the Questions tab to the Responses tab in your form editor to see current responses to your form and link it to a spreadsheet. Then click on the three dots next to “+” then select download responses. From the spreadsheet, it can obtain complete information about timestamp, email address, name, class, score, and answers to questions by students orderly and automatically.

Keywords: *Google Form, Student Learning Outcome, Arabic.*

A. INTRODUCTION

In organizing learning outcome evaluation, the government has given freedom to schools or institutions related to education to give their best. Recognized or not Evaluation plays a very important role in determining a policy or decision making. With evaluation we can see the effectiveness and efficiency of the programs that we have and will do. This evaluation is very important that no effort to improve the quality can be done well without the evaluation steps.

Evaluation of learning outcomes is the overall measurement activities (data and information collection), processing, interpretation and consideration for making decisions about the level of learning outcomes achieved by students after carrying out learning activities in an effort to achieve predetermined learning

goals, learning outcomes point to learning achievement, while learning achievement is an indicator of the existence and degree of change in student behavior.¹

According to the Big Indonesian Dictionary, evaluation means assessment.² Nurgiyantoro mentioned that evaluation is a process to measure levels of target achievement.³ He further explains that evaluation which is synonymous with assessment is not the same concept as measurement and test although these three concepts are often obtained when the problem of educational evaluation is discussed. He said that assessment related to quantitative and qualitative aspects, measurement related to quantitative aspects, while the test is only one of the instruments of assessment. Although different, these three concepts are one and need each other.

Evaluation is an identification activity to see whether a planned program has been achieved or not, valuable or not, and can also see the level of efficiency of its implementation. Evaluation which has become a staple in the process of sustainability, education should be done every day on a systematic and planned schedule. The teacher can carry out the evaluation by placing it in a unit that is interrelated by implementing it in the unit of learning material.

Learning is a process or a way that is done so that someone does learning activities. Learning activities are processes that contain a reciprocal relationship between students and teachers. In this process the teacher and students do educational interactions. Learning activities can be done in the classroom or outside the classroom. Educational interactions are not only limited to the delivery of the value of knowledge but also the values of life.

Learning of Arabic as a foreign language has long been taught in Indonesia both formally and informally from Ibtidaiyyah to tertiary institutions. This is because Arabic has a very large function for the people of Indonesia, namely as a language of religion, culture, science, as well as a language of communication with the Arab nations.

Arabic language is still considered by most students as a language that is difficult to learn, even seen as an unwelcome field of study. Likewise in the case of teaching implementation, there are many problems encountered, starting from the elementary level to the tertiary level.

Along with developments, the world of education is always experiencing changes which are indirectly influenced by science and technology. Responding to the technological era today, education must be able to adjust to the development of increasingly sophisticated technology with one of its objectives, namely to facilitate the implementation of education,

In the 2013 curriculum, the government demands teachers to be able to integrate learning with the use of information and communication technology. The teacher must master information communication technology and apply them

¹ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Bumi aksara: Jakarta, 2001), 159

² Kamus Besar Bahasa Indonesia., (Jakarta: Balai Pustaka, 1996), 272

³ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (BPFE: Yogyakarta, 1988), 5

in the teaching and learning process so that students can access knowledge from various existing sources.

Familiarity of the community with various technology products such as computers, tablets and smartphones, as well as the availability of increasingly cheap internet connections is also an opportunity for the utilization of information and communication technology in the implementation of the education system. One of the software that is easily accessible, free to use, simple to operate, and good enough to be developed as an evaluation tool in the learning process is Google Form.

Google Form is one component of the Google Docs service. This application is perfect for students, teachers, lecturers, office employees and professionals who like to make quizzes, forms and surveys online. The features of Google Form can be shared with people openly or specifically to Google account owners with accessibility options, such as: read only (can only read) or editable (can edit documents). In addition, Google docs can also be an alternative for people who don't have the funds to buy paid applications to use free programs rather than hijacking paid programs like Microsoft Office, because we know that hijacking those programs is a bad thing.⁴

To be able to use Google Form, we are required to have a universal Google account, by registering at <http://account.Google.com/login>. With this account, we will be able to use various Google products released for free, such as Gmail as a tool to communicate with email, Drive as an online storage tool, Youtube as a tool for sharing and storing videos, site as a tool for creating simple websites, bloggers as a tool for creating blogs, Google Play as a tool for sharing applications, Google Plus as a tool for sharing articles and so on.

The use of online learning outcomes evaluation by SMA Muhammadiyah 4 Surabaya is apparently still very minimal and conventional. Teachers at SMA Muhammadiyah 4 Surabaya still feel hesitant to use online media and choose to do non-online-based evaluation. However, with the appeal or Circular of the Minister of Education and Culture No. 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19), East Java Governor's Letter Number: 420/1780 / 101.1 / 2020 concerning Increased Vigilance Against Covid-19 in East Java; then all teaching and learning activities are carried out online.

The government issued the circular because Coronavirus is a large family of viruses that cause disease in humans and animals. To humans usually cause respiratory infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of coronavirus found in humans since an extraordinary event appeared in Wuhan China, in December 2019, was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and caused Coronavirus Disease-2019 (COVID-19))⁵.

⁴ Admin, Welcome to Google Form, re-quoted from <https://www.Google.com/intl/id/forms/about/> on 05 April 2020.

⁵ <https://covid19.kemkes.go.id/qna-pertanyaan-dan-jawaban-terkait-covid-19-update-6-maret-2020/#.Xrz21Wj7Q2w>, accessed on 30 April 2020.

The general symptoms are fever $\geq 38^{\circ}\text{C}$, dry cough, and shortness of breath. If there are people who within 14 days before the symptoms appear have traveled to an infected country or region, or have treated / had close contact with a COVID-19 patient, then that person will have further laboratory tests to confirm the diagnosis.

The best way to prevent and slow down transmission is be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face. At this time, there are no specific vaccines or treatments for COVID-19⁶.

Covid 19 is a very unusual disease outbreak. This outbreak is said to be extraordinary because it has a very extreme impact throughout the world. The impact caused by this pandemic has paralyzed many sectors including the economy, health, religion, education, and others. The increasing number of cases of patients and deaths due to the Covid-19 pandemic has limited activities especially in the field of Education.

Based on these problems the researcher wants to write about Evaluation of Learning Outcomes of Arabic Using Google Form During School Quarantine Due to Covid 19 Pandemic. Formulation of the problem is the procedures to use evaluation of learning outcomes of Students Class X at SMA Muhammadiyah 4 Surabaya using google form during school quarantine due to covid 19 pandemic and the objective of the study is to find out and explain the procedures for using the evaluation of student learning outcomes by students of class X at SMA Muhammadiyah 4 Surabaya using google forms during school quarantine due to the covid 19 pandemic.

B. RESEARCH METHOD

This study uses qualitative with descriptive approach. According to Izzuddin Musthafa and Acep Hermawan, Descriptive is a study aiming to describe various conditions, situations or variables occurred in a community or society that becomes the subject of that study.⁷

Quantitative is a research procedure resulting descriptive data in a form of written words or oral from sources and behaviours that can be observed.⁸ The approach is directed to the background and individuals holistically. The researcher uses the approach, because it can make easy the study in carrying out observation and analysis of observation results performed.

According to Sugiyono, a descriptive qualitative method is to analyze data by describing data that has been collected as it is without intending to make conclusions that are applicable to the public or generalizations.⁹ The qualitative

⁶ https://www.who.int/health-topics/coronavirus#tab=tab_1, accessed on 10 May 2020.

⁷ Izzuddin Musthafa, Acep Hermawan, *Metodologi Penelitian Bahasa Arab*, (Bandung: PT Remaja Rosdakarya, 2018), 86.

⁸ Lexi J Moelong, *Metodologi Penelitian Kualitatif Edisi Revisi*, (Bandung: PT Remaja Rosdakarya, 2004), 4.

⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung: Alfabeta Cv, 2011), 11.

method presents directly the nature of the relationship between researchers and informants, objects and research subjects.

According to Sugiyono in qualitative research researchers as human instruments and with participant observation data collection technique (participatory observation) and in depth interviews, the researcher must interact with the data source. Thus qualitative researchers must know people who provide data.¹⁰ Researchers strive to obtain accurate data thus it can be used as a reference in the process of evaluating Arabic learning outcomes using google form during school quarantine due to the covid 19 pandemic.

The subjects of this study were students of class X at SMA Muhammadiyah 4 Surabaya at Jl. Kemlaten Baru No 41-43 Surabaya City with 160 students.

Data collection method needed in this study were questionnaires and interviews. The type of questionnaire or questionnaire used in this study is a closed questionnaire or a structured questionnaire. This type of alternative questionnaire answers have been provided using a Likert scale. The Likert scale consists of 5 answer choices, namely: 1 = Strongly Disagree, 2 = Disagree, 3 = Doubtful, 4 = Agree, and 5 = Strongly Agree. The interview was used to obtain information and other data that supports and complements the data of this study, both written documents, images and electronics.

This study uses qualitative data analysis techniques from Marshall and Rossman. In analyzing qualitative research there are several steps that need to be done including: 1) organizing data, 2) grouping based on categories, themes and answer patterns, 3) testing the assumptions or problems that exist with the data, 4) finding alternative explanations for the data, 5) writing research result¹¹. In this study, an analysis was carried out on the evaluation of Arabic learning outcomes using Google Form during school quarantine due to the covid-19 pandemic. The researcher analyzes the results of the interview based on an understanding of the things disclosed by respondents. The data that has been classified by the researcher is tried to be understood in its entirety and found important themes and keywords. Therefore the researcher can capture experiences, problems, and dynamics that occur in the subject.

C. RESEARCH RESULTS AND DISCUSSION

Literally, evaluasi comes from the word evaluation in English. The word was absorbed into the Indonesian treasury with the aim of preserving the original word with a slight adjustment of the Indonesian pronunciation to "evaluasi". Here are some definitions of evaluation from experts. In the Oxford Advance Learner's Dictionary of Current English by Albert Sydney Hornby, also cited by Suharsimi Arikunto that evaluation is to find out, decide the amount or value, which means an attempt to determine value or amount. In addition to the meaning based on translation, the words contained in the definition also indicate that evaluation

¹⁰ Ibid.

¹¹ Rossman C. Marshall, *Primary Data Collection Methods Designing Qualitative Research*, (Los Angeles CA: Sage, 2011), 75.

activities must be carried out carefully, responsibly, using strategy, and can be justified¹². According to Bloom, evaluation is a systematic collection of facts to determine whether in reality there is a change in students and determine the extent of change in students or not¹³. According Muhibbin Syah, evaluation is defined as an assessment process to describe the achievement or success of an activity¹⁴. Zaenal Arifin defines evaluation as an integral part and stages that must be carried out to determine the quality of something, based on certain considerations and criteria in the framework of decision making¹⁵.

Based on the opinions abovementioned it can be concluded that evaluation is an assessment process to describe a certain achievement based on particular criteria in the event of making decision that must be done carefully, responsible, using strategy, and can be justified to determine whether in reality there is a change in students or not.

Evaluation aims to obtain appropriate information as consideration for making decisions about program planning, component inputs to the program, implementation of programs that lead to activities and decisions about the outputs of outcomes and impacts of program activities.

Evaluation is carried out by following the following steps, firstly planning activities, secondly implementing activities, and thirdly reporting on the results of activities. 1) Planning Phase Preparation is carried out by identifying things that are monitored, variables to be monitored, and using indicators which are in accordance with the objectives of the program. The variables monitored must be clear and certain. 2) Implementation Phase of Monitoring activity is used to measure teacher skills in the learning process. After ensuring the correct definition of the variable is monitored along with its indicators then carry out implementation phase. 3) Reporting Phase is carried out to collect data obtained from monitoring and evaluation activities. The report can be used for program improvement and development materials.

In Law No. 23 of 2017 concerning the national education system, it is explained that the evaluation of learning is carried out in six stages, namely (1) Developing a learning evaluation plan; (2) Carry out evaluation; (3) Conduct data verification; (4) Analyzing data; (5) Interpreting and drawing conclusions; (6) Following up on the evaluation results¹⁶. At the stage of preparing the evaluation plan, the teacher must formulate the evaluation objectives and form the evaluation. After the form and objectives are formulated, the teacher can compile the evaluation grid and proceed at the stage of making evaluation media.

Evaluation is one component of the learning system. So it is impossible to be avoided in every learning process including in the context of evaluating student learning outcomes. Evaluation is a process, not an outcome (product). The results

¹² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2014), 1.

¹³ Siatatava Rizema Putra, *Desain Evaluasi Belajar Berbasis Kinerja*, (Yogyakarta: Diva Press, 2013), 73.

¹⁴ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Logos Wacana Ilmu, 1999), 176.

¹⁵ Zaenal Arifin, *Evaluasi Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2010), 5.

¹⁶ Kadek Ayu Astiti, *Evaluasi Pembelajaran*, (Yogyakarta: Andi, 2017), 33.

obtained from the evaluation activities are the quality of something. Both are related to value or meaning, while the activity to arrive at giving value and meaning is evaluation. Discussing evaluation means learning how to give consideration to the quality of something¹⁷.

Evaluation of learning outcomes due to the COVID-19 pandemic is not possible by direct meeting or face-to-face meeting between teacher and student. The exact solution is to use online applications such as Google Form that are easy to use by teachers at various levels of old and young age. Google form is a default application from Google Drive that can be accessed for free and can be used to compile online tests quickly and easily. Google form is very appropriate to be used by teachers to make daily quizzes / tests and surveys online.

Basically, the evaluation of Arabic learning outcomes using Google Form is actually almost the same as evaluating Arabic learning outcomes in general. However, Google Form encourages paperless culture, meaning all of it is online without the need to print forms or the results of evaluating student learning outcomes so as to avoid paper buildup.

To be able to carry out an evaluation of online Arabic learning outcomes using Google Form, there are several conditions that must be met, namely having a Google account and internet quota for processors or form makers. Manufacturing can be done on laptops, computers, and smartphones. Simply by signing in / logging in to a Google account users can access to all google applications such as Google Drive, YouTube, Gmail, Google Maps, Google Play, and others. But if you don't have a Google account then you need to register on the page: <https://accounts.google.com/signup/> and fill out the registration form.

After having a google account, make sure you are logged in to Email. Then click the symbol listed next to Profile, click Google Drive. In Google Drive click New then click More then click Google Forms then select Blank Form. Furthermore, it will be directed at making Forms desired. There are many types of answers provided such as short answers, paragraphs, multiple choices, checkboxes, and drop-downs.

¹⁷ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Logos Wacana Ilmu, 1999), 176.

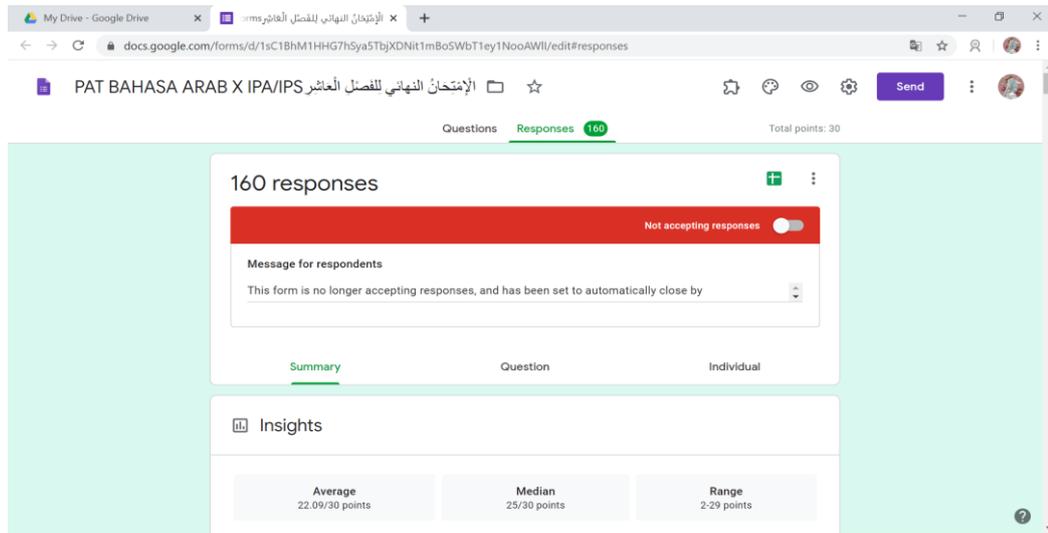


Figure 1.1
 Front Display of Google Form in Responses

At the top of the google form there are two parts, namely: 1) Question, a section that contains questions. 2) Responses, a section that contains data on students who have responded or answered questions in the Question section. In the responses view itself there are three things: Summary, Question, and Individual.

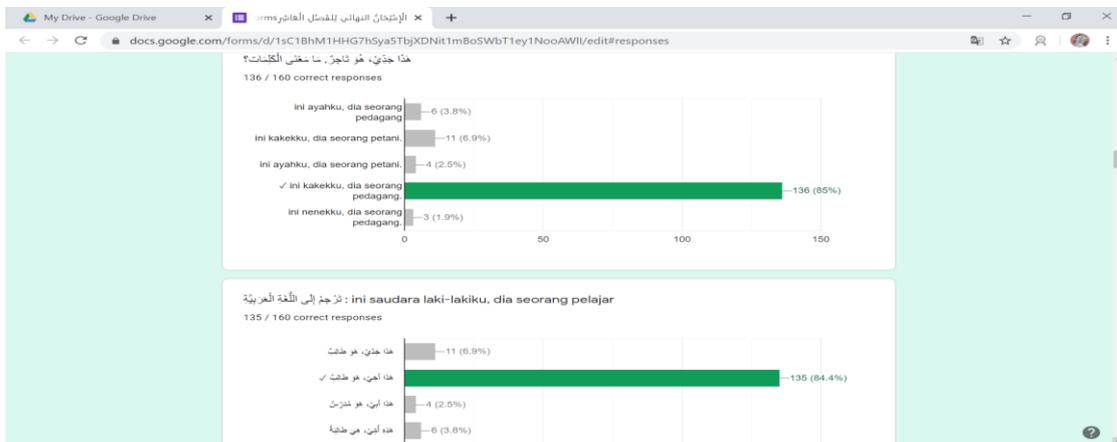


Figure 1.2
 Summary Portion Visible Percentage of Correct and Incorrect Answers from Responses

Summary is data from all respondents containing Insight, Frequently missed questions, class, full name, and percentage of students ' answers that answer A, B, C, D, E each because. Question displays each question with each answer and the total respondents who answered A, B, C, D, or E. While the Individual is the data for each respondent and their answers in each. From here,

researchers can get an overview and overview of the results of learning Arabic students of grade X at SMA Muhammadiyah 4 Surabaya.

Responses are the number of respondents, if each respondent sends only one answer in real time. Switch from the Questions tab to the Responses tab in your form editor to see the current responses to your form and link it to a spreadsheet. Click the three dots next to "+" (create spreadsheet) then select download responses (.csv) to save the entire student data in more detail and simplicity.

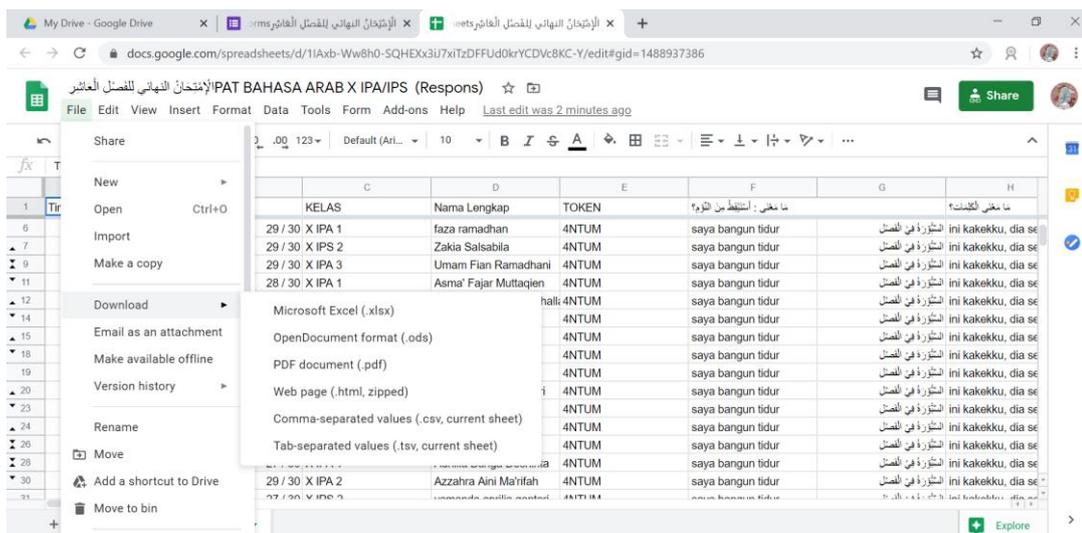


Figure 1.3
Display of Spreadsheet Responses

The downloaded data will be displayed in a spreadsheet format that can be downloaded in Microsoft Excel (.xlsx) format, OpenDocument format (.ods), PDF document (.pdf), Web page (.html, zipped), Comma-separated values (.csv, current sheet), and Tab-separated values (.tsv, current sheet). From the spreadsheet it can obtain complete information about the timestamp, email address, name, class, score, and answer questions from each student neatly and automatically.

In addition to the spreadsheet feature which is one of the advantages of Google forms, Google Form links can also be shared with various social media accounts. If a Google Form user is required to have a Google account then to fill in the form that was created on the Google Form, respondents do not need to have a Google account thus it can be said that the form is general.

After downloading the responses spreadsheet, the researcher can find out the results of learning Arabic in real time. The use of Google Form can facilitate educators in evaluating learning outcomes therefore students will be able to know his level of Arabic skills. If the learning outcomes are still below the KKM (Minimum Completeness Criteria) then educators are able to focus more on teaching material that they feel is still poorly understood.

In addition to the question makers in the Google Form who can see the results of learning, students can also see their learning outcomes directly after sending an answer (submit) then click view score. So students can find out which teaching material they need to learn more. But it may be that students cannot see their scores because the Form is arranged so that students do not need to see their scores. Google Form provides users with choices that suit their needs.

D. CONCLUSION

Google Form is considered by teachers that they can be used as an alternative in making online questions and become one of the software recommended to make learning evaluation instruments moreover during the school quarantine due to the COVID-19 pandemic. Google Form also encourages paperless culture; it means that all online materials would prevent paper build-ups.

At the top of google form there are two parts namely Question and responses. Switch from the Questions tab to the Responses tab in your form editor to see current responses to your form and link it to a spreadsheet. Click on the three dots next to “+” (create spreadsheet) then select download responses (.csv).

From the spreadsheet, it can obtain complete information on the timestamp, email address, name, class, score and answers to questions by every student orderly, automatically and in real-time. In addition to making questions, Google Form is able to view the learning outcome; students can also view their learning outcome directly once they submit their answers then click on the “view score”. Therefore, students would know which teaching material they need to learn more. But it may be that students cannot see their scores because the Form is arranged so that students do not need to see their scores. Google Form provides users with choices that suit their needs.

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