



The evaluation of the implementation google form application training

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ABSTRACT

The development of technology impacts education. Technology requires teachers to keep up to date with the latest development. One platform by Google that can be useful for teacher learning is called Google Form. Based on the condition, it is found that some teachers still need to utilize the platform. The lecturer's responsibility at tri dharma university is doing community service. As a result, the researcher aims to do such community service in Galela, North Halmahera district, a community service evaluated by the Kirkpatrick method.

Keywords: Community service; evaluation; kirkpatrick method; technology

1. INTRODUCTION

In the era of globalization develops, information technology, the use of computers and other online media that require an internet connection increasingly for carrying out learning and educational activities in school. It is beneficial for the teachers. Using computers as online media in teaching and learning requires the teacher's more profound understanding and mastery of internet technology.

There are several problems in the education system, such as lack of media as a source of learning, lack of internet connection or bad internet connection, lack of trust in teaching staff and the existing education system uses the old model. In school learning, teachers must be more creative and realize their quality. Technology management for teachers is an innovative and creative way, especially in teaching and

learning technology. The teacher's pedagogical role is vital in the education system. In other words, technological developments cannot replace the role of the teacher.

Therefore, teachers must be able to adapt to new life and continue to update information along with technological developments. In other words, the role of the teacher cannot be replaced by technological developments but can be replaced by those who need to learn how to take advantage of technological developments because teachers are always learning all the time. If teachers do not understand how to use technology, teachers will be left behind in the future. (Adam, Hasan, & Mubin, 2022)

The current development of technology certainly forces us to develop further and open a comprehensive view of the development of the learning process. On the other hand, using technology only sometimes impacts the complexity and high cost of equipment. Technology must be used wisely, exploiting its users' full creativity and innovative potential. (Febriani, Irianto, & Yuliawati, 2021)

Several platforms can be used to support the online teaching and learning process, including platforms familiar to students and teachers such as Google Classroom, Google Meeting and Google Forms or commonly called Google Form. Google launches the programs and is free to use. Google Form is an application for creating online surveys and polls that can be used to support the implementation of online learning assessments. Furthermore, the learning assessment is in multiple-choice and descriptive questions (Harina Fitriyani, 2021).

Community service is one of the three pillars that must be carried out by every higher education administrator, in this case, a lecturer. The activities as the goal of community service also vary according to the programs that have been set in the college. The object of implementing community service can be carried out in schools or other communities. Every organizer of higher education is obliged to manifest and disseminate science and technology directly to the public for further application to find solutions to problems and fulfil the interests of society. (Riduwan, 2016)

Related to the implementation of community service, in mid-June 2022, researchers held a service activity for Islamic Religious Education teachers in the North Halmahera district, especially in the Galela sub-district. The reason for choosing the location is that most of the population in the North Halmahera district are Christians. At the same time, the Galela sub-district has a sizeable Muslim population and several madrasahs. The location for the community service activity is MAN 1 North Halmahera in the Galela sub-district.

Preliminary data received by researchers found that the teachers under the Ministry of Religion, which are madrasah teachers, such as Madrasah Ibtidaiyah,

Madrasah Tsanawiyah and Madrasah Aliyah, had not used Google Forms in their learning process during the pandemic. Some teachers needed to learn how to use it, even though they had never heard of the Google Form application.

Therefore, researchers carry out community service activities, especially for Islamic Religious Education of madrasa teachers. It aims that Islamic Religious Education teachers can operate and use the Google Form Application in the teaching and learning process to improve their professionalism (Adam, 2021). On the third day of service, an evaluation was carried out to ensure whether the training participants could operate the Google form application in the teaching and learning process.

2. METHODS

The evaluation model for the community service activity uses Kirkpatrick's evaluation. Kirkpatrick's evaluation model consists of four levels. The first level is the participants' reaction, the second level is the participants' knowledge, the third is the participants' behaviour, and the fourth is the impact of the activity. In evaluating the results of the Implementation of Google Form Application Training for Islamic Religion Education Teachers at MAN 1 North Halmahera, the researcher evaluated up to the second level.

The first evaluation level, reaction, begins with evaluating the reaction to and to the training committee. The second evaluation stage is learning, which is carried out on the participant's knowledge of the training material. The third level of behaviour was to measure positive reactions to the training participants and whether there were changes to the participants' wishes from the training. At the fourth level, results are carried out after the participants return to their workplaces, whether they can operate Google Forms or not, so that the impact of the Google Forms training activities can be measured.

3. RESULTS AND DISCUSSION

Implementation of The Google Form Application Training

The training used the Google Form application, which was conducted face-to-face for three days. Start from 09.00 am to 4.00 pm every day. The participants are civil servant teachers (PNS) and honorary teachers (Non-PNS), totalling 40 people. The following are profiles of the training participants distributed via Google Form:

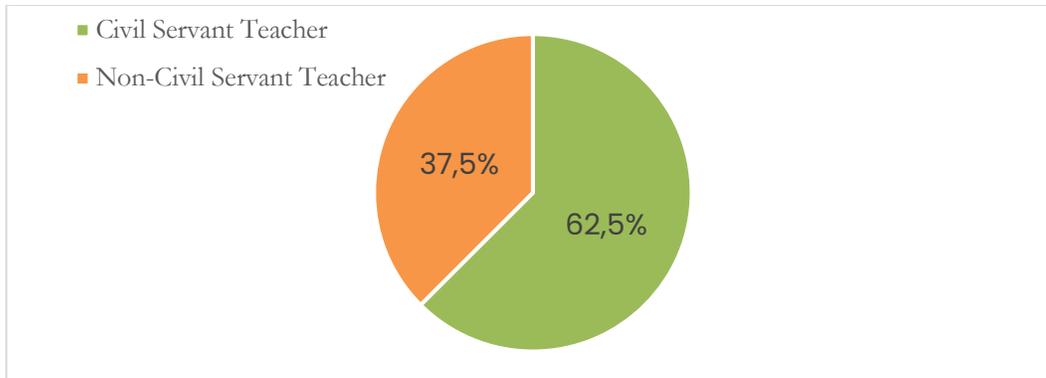


Figure 1: Teachers' Status

Based on the survey, the training participants ranged from 25 to 59 years. The research conducted by Palupi, Holillulloh, and Yanzi found that age influences the teacher's interest and ability to use technology (Palupi, Holillulloh, & Yanzi, 2015). The following are results of a survey related to the age of the trainees.

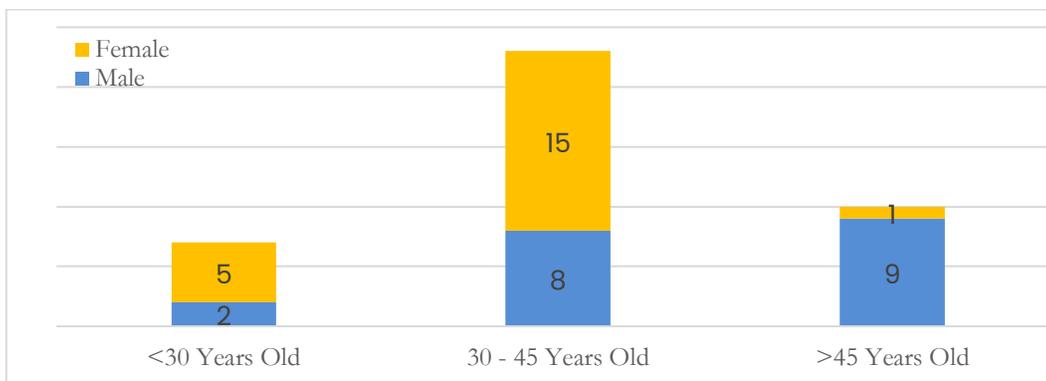


Figure 2. The Trainee's Age

Of the 40 teachers participating in the training, 70 percent were female. Most of them are aged 30-45 years. As for the training participants who were also over 45 years old, there were ten people.

Evaluation Level 1: Participants' Reactions

Participants' Evaluation in Implementation of Training Using Google Form

In evaluating the participants, especially at level 1, namely reaction, the participants were given several questions (Jasmidalis, Astari, Yulianingsih, Cahyanti, & Sarah, 2020), including: What are the attitudes or reactions towards the implementation of the Google Form training activities. The question aims to determine the participants' satisfaction with participating in this training.

From the figure below, 80% of participants or around 32 participants, have never used the Google Form application in their learning process, and only 20% or 8 people, have used this Google Form application. The training in using the Google Form application is mostly the first time for most participants.

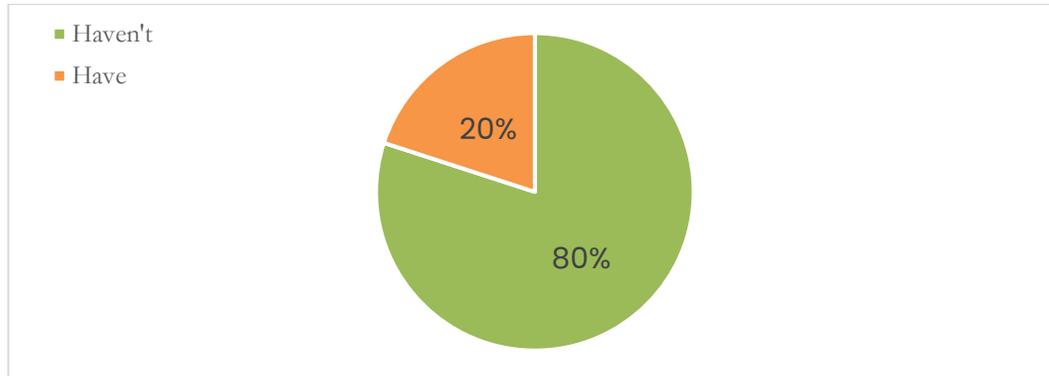


Figure 3. The Use of Google Form Before Training

Reactions of Training Materials Presentation

Evaluation of reactions to training materials aims to determine the extent to which participants can understand the material presented. It will have an impact on participant satisfaction in attending the training. The results showed that 80% of the participants agreed that the training material could be understood at an outstanding level.

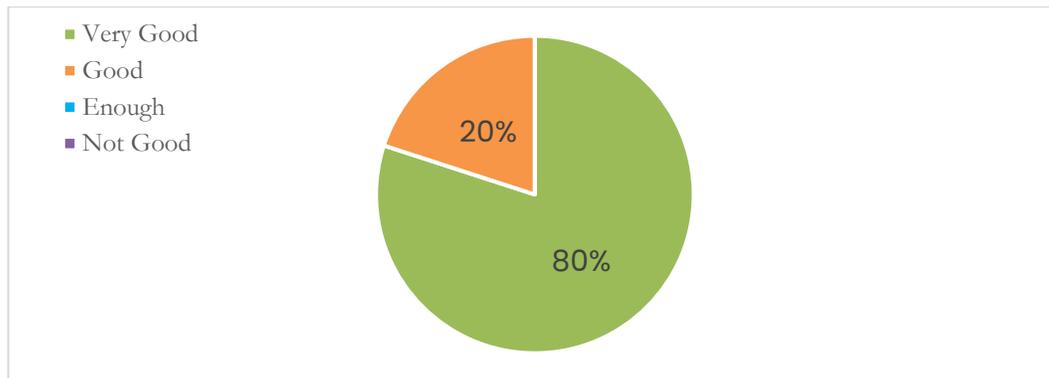


Figure 4. Level of Understanding the Training Materials

The next question is whether the material presented is in accordance with the theme. Figure 7 below obtained that 70% answered optimally, and 30% of participants answered suitably. The conclusion is the material presented entirely by the topic/theme being carried out.

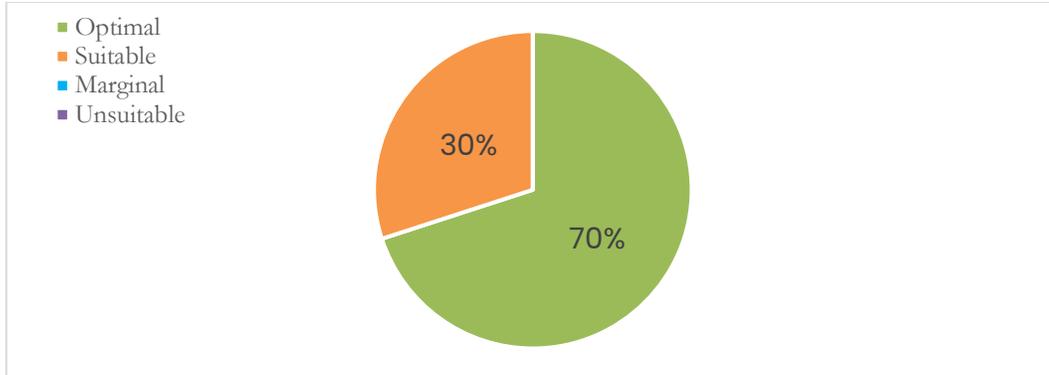


Figure 5. The Suitability of the Material to the Topic

The third question concerns the participants' understanding of receiving the training material. The purpose of the question is to determine whether the participants can understand the material presented. The result can be seen below:

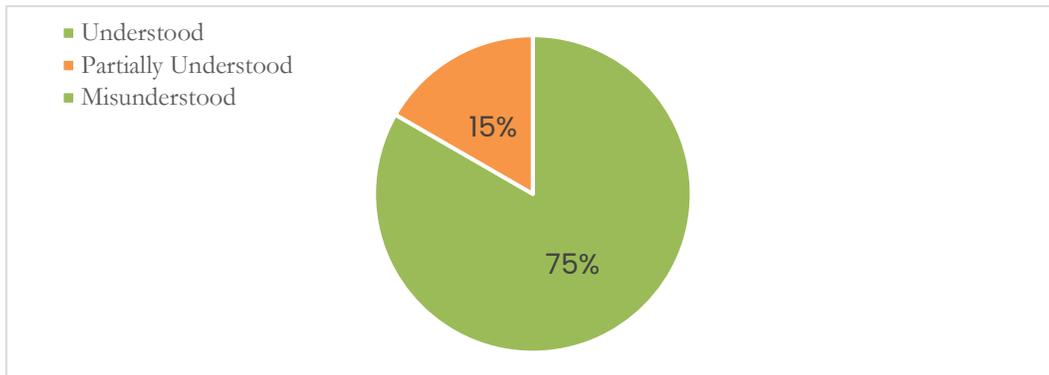


Figure 6. The Level of Participants' Understanding

The figure above shows that most participants understood the material, and a few answered that they partially understood. It proves that the trainees fully understood the training material.

All of the level 1 evaluation questions related to participants' reactions to training activities using the Google Form application for Islamic Religion Education teachers were positive. The participants' answers above prove it, as no one gave a lower rating.

Evaluation Level 2: Participants' Knowledge

The training activity totalled 40 participants, and all filled out pre-test questions. It was carried out at the initial participant registration of the activity on the first day after the opening. At the same time, the post-test was distributed after receiving training activity material on the third day before the closing event of the training. The pre-test and post-test are done by filling out the Google Form.

Previously the researcher created a WhatsApp group consisting of all participants. The post-test that has been created is then distributed to participants through WhatsApp. The question material distributed in the pre-test and post-test is the same. It aims to measure the participants' level of understanding before receiving the material and after receiving the activity material.

From the results obtained related to questions about making Google Form from the first to the last question, the level of understanding in the pre-test was 46%. After finishing the presentation of the material and all participants were required to practice making Google Form, the post-test results showed improvement to 95%. It means that the participants' understanding increased by 49% after the presentation of the materials. The following table showed the result of the pre-test and post-test.

Table 1. The Result of Pre-Test and Post-Test

No	Redaction regarding to the materials	Level of Understanding		
		Pretest	Post test	Improvement
1	To create google form, must have Gmail	20%	100%	80%
2	Before coming to google form must log in according to the user and password	20%	100%	80%
3	To create the question of one line answer, must choose short answer	50%	80%	30%
4	Multiple choice is the question with many choices of answer, but just can be answer by one	40%	95%	45%
5	Time is the duration of answer the question	100%	100%	0%
Total		46%	95%	49%

The increased knowledge of the training participants obtained from the results of the pre-test and post-test can be described in the curve below:

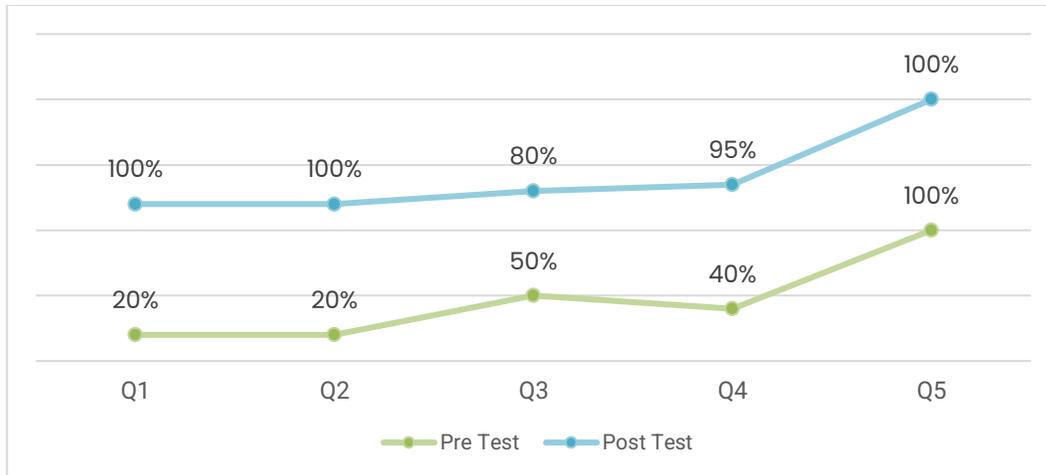


Figure 7. Level of Participants' Understanding Pre-Test and Post-Test

4. CONCLUSION

From the results of the explanation above, the conclusion is that the participants' reactions to the Google form application training were positive. The evaluation at level 1 is related to the participants' reaction regarding the implementation of the training in terms of participants, committee, time, and materials, while the evaluation at level 2 is related to the knowledge of the participants in the depth of the material presented.

Acknowledgement

Thank you to the head of Madrasah MAN 1 North Halmahera for providing a place for Google Form training of Islamic Religion Education teachers. Also, we want to express our infinite thanks to the participants who have taken the time to participate in the training on using Google Forms. We hope it will be helpful in the future.

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