

## Utilization of Google Form as An Evaluation Tool in Islamic Religious Education Learning

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### ABSTRACT

This study aims to discuss the use of Google Form as an evaluation tool for Islamic Religious Education learning at SMK Pembina Swasta Bukittinggi in the 2023/2024 academic year in class XI majoring in MPLB (Office Management and Business Services). This study covers the steps for utilizing Google Form, from creating the form to analyzing student responses. The advantages and disadvantages of Google Form as an evaluation tool are discussed in depth, while the results and discussion include the stages of utilization, student responses, and analysis of evaluation data. This article provides a comprehensive overview of the application of Google Form in improving the effectiveness of Islamic Religious Education learning evaluation at SMK Pembina Swasta Bukittinggi. The method used in this study is qualitative with a descriptive approach. With data collection techniques in the form of observation, interviews, and documentation from research subjects, namely students of SMK Pembina Swasta Bukittinggi class XI MPLB. The results of this study indicate that Google Form is an effective and efficient solution as an evaluation tool for learning Islamic Religious Education (PAI) subjects at SMK Pembina Bangsa Bukittinggi.

**Keywords:** *Google Forms, Evaluation Tools, Islamic Religious Education*

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## INTRODUCTION

Nowadays, people live in a digital era marked by very rapid technological developments. This technological advancement provides convenience in everyday life, along with the vast internet network in Indonesia. The impact of the development of Information and Communication Technology has also brought changes in various aspects of people's lives, including in the world of education. (Hari Wahyono, 2019)

Education is a basic human need to gain knowledge that is a guide in life (Hamdanah, 2017). Teachers are currently faced with generation Z students, who were born and grew up in the digital era. This generation is tech-savvy and has wide access to the internet, as can be seen from the increase in smartphone users in Indonesia. (Nur Zazin, 2020)

Although it facilitates access to information, internet use by teenagers also has negative impacts, such as internet addiction. Most teenagers use the internet for inappropriate activities,

such as interacting with strangers, accessing pornographic content, and playing online games (Hakim, 2017).

In the context of education, teachers are expected to be able to adapt to technological developments and utilize them to improve the effectiveness of learning. Teachers need to be technology literate and integrate them into learning activities, not only as information providers, but also as companions and guides for students in finding information from digital sources.

Learning evaluation is an important stage in the education process. Teachers have the responsibility to evaluate the learning that has been implemented, become a parameter of success, and become a consideration for the development of further learning. Teachers have the freedom to choose the form of evaluation, ranging from exams, assignments, discussions, questions and answers, to expressing opinions. Although the form of evaluation varies, exams remain a common choice in the world of education, with various types such as oral, written, or computer-based exams (Nugroho, 2018).

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَانَكَ قَبْلًا عَذَابَ النَّارِ

Indeed, in the creation of the heavens and the earth, and the alternation of night and day there are signs for people of understanding, (namely) those who remember Allah while standing or sitting or lying down and they think about the creation of the heavens and the earth (while saying): "Our Lord, you did not create this in vain, Glory be to You, so protect us from the torment of hell.

This statement clearly explains that everything above and below is filled with secrets, which can be revealed through research, especially in the technical field. The rapid development of modern technology has popularized cutting-edge products such as the Internet, communication equipment, television, and other luxury goods. This provides entertainment and wonder to various age groups, from children to the elderly. However, it is important to remember that the use of these tools can have positive and negative impacts, as well as future consequences, which depend on the responsibility of the user. This world is filled with various kinds of tools and information media, which make everything more accessible, but the impact is determined by humans or users. (Khiyarotul Qudriyah, 2017)

This verse also describes the characteristics of people called *Ulūl-albāb*. They are individuals, both male and female, who always remember Allah in their speech and heart in all situations. In *dhikr*, their focus is Allah, while in thought, the object involves all of His creation. Although the mind is given the widest freedom to understand natural phenomena, there are limits to understanding the nature of God.

With the development of Information and Communication Technology (ICT), smartphones offer various applications that can be used in online-based learning evaluation.

One application that can be used for online learning evaluation is Google Forms. Google Form is part of Google Docs, which is provided by Google as software that can be accessed for free and is easy to operate (Nugroho, 2018).

The author's reason for choosing Google Form as a learning evaluation tool is based on previous research by Dwi Purwati and Alifi Nur Praselia Nugroho (2018) on the development of Google Form-based history learning evaluation media at SMA N 1 Prambanan. The study showed that Google Forms can be easily accessed by everyone. The main advantage of Google Form lies in its ability to save teachers from the hassle of manually creating evaluation question packages, because it automatically randomizes the order of questions and answer options. In addition, for multiple-choice and short answer types of questions, Google Form can automatically correct answers, allowing students to see evaluation scores after completing the task. The process of automatically storing student work results by Google Form also makes it easier for teachers, who can download it in Excel document format along with student scores and answers. (Siwi, 2018)

The importance of integrating information and communication technology (ICT) in learning is also emphasized in the current learning context. The effectiveness of learning does not only depend on the interaction between teachers and students in the classroom, but also involves the use of technology to support the teaching and learning process. The Independent Curriculum encourages teachers to align learning with ICT, allowing students to access knowledge from various sources. Therefore, the selection of Google Form as an evaluation tool is in line with the demands of technology integration in learning to improve the quality of the education process.

The use of ICT in learning is expected to improve students' understanding of the subject matter. Learning evaluation also needs to utilize technology, such as Google Forms, as an online-based evaluation tool. Google Form can make it easier for teachers to compile, correct, and manage evaluation results, while providing an interesting learning experience for students (Nugroho, 2018).

In SMK Pembina Swasta Bukittinggi, the potential for using technology in learning evaluation is still minimal. Teachers still use conventional methods with sheets of paper for the evaluation process. This study aims to utilize Google Form as a learning evaluation tool for Islamic Religious Education and Character Education subjects at SMK Pembina Swasta Bukittinggi, following the development of the times and supporting teacher professionalism by Law Number 14 of 2005 concerning Teachers and Lecturers.

## **RESEARCH METHODS**

This study uses a qualitative method to describe the responses of teachers and students to the use of Google Form as an evaluation tool for Islamic Religious Education learning at SMK Pembina Bangsa Bukittinggi. A qualitative approach is used for implementation, field support, and observation of the development process. The method applied is an analytical descriptive method, focusing on solving problems based on facts or reality at the time the research was conducted. (Pridana, 2021)

This study focuses on the use of Google Form as an evaluation tool for Islamic Religious Education learning at SMK Pembina Bangsa Bukittinggi, by paying attention to the responses of teachers and students to the use of Google Form. Because Google Forms already exists and is developed by Google, this study aims to understand the extent to which the tool is used in the context of learning at SMK Pembina Bangsa Bukittinggi, and the responses generated from students, this study uses class F XI MPLB Phase as a sample in this study.

## **RESULTS AND DISCUSSION**

### **1. Google Form**

#### **a. Understanding Google Forms**

The Google Form application is a tool that can be accessed via Google Drive, has various functions, including event planning, sending surveys, conducting quizzes, and collecting information efficiently (Fauzi, 2014).

Google Forms is a common application of a Google account, which requires a Google account to create a form. With Google Form, anyone can create a form that can be accessed by people all over the world. Users do not need to have a Google Form account to fill out the form, so the form is public. However, one disadvantage of Google Forms lies in its dependence on the internet for creating and filling out forms via Gadgets. The form creation process can be done via laptop, computer, or smartphone. The advantages of Google Form include real-time online distribution and tabulation, real-time collaboration (up to 50 people can work on one document at a time), automatic saving of every change, and file security (Andyansyah, 2018).

With this concept, Google Forms can be considered as an application developed by Google for surveys and questionnaires. Although initially developed to create surveys, Google Forms can also be used in education as a learning evaluation tool.

Google Form was chosen as an evaluation tool because of its easy accessibility. Teachers do not need to manually manage the evaluation question packages, because Google automatically randomizes the order of questions and answer options. (Misna Asqia, 2021) For multiple-choice and short answer types of

questions, Google Form can automatically correct answers, and students can see the evaluation scores after completing the assignment. The results of students' work are automatically saved by Google Form, allowing teachers to download them in Excel document format, complete with student scores and answers (Nugroho, 2018).

In the context of this research, Google Form refers to a form containing evaluation questions presented visually to students via smartphones and the internet, with multiple choice questions, and students can immediately see the scores or values obtained.

## **b. Advantages and Disadvantages of Google Forms**

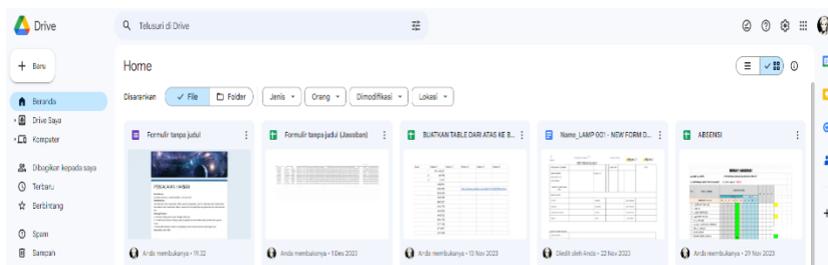
### **1. Excess**

- a. Easy to use. Google Form has a very easy-to-use interface, both in the creation process and in its use. This advantage makes it suitable for use by novice users. Google Form was chosen as a learning evaluation tool because of its easy accessibility.
- b. Free. Google Form services can be enjoyed at no cost. This advantage allows users to save money that might be spent on purchasing similar applications or services. Google Form provides its services for free.
- c. Lightweight program. Google Form has a lightweight program, allowing its use without any obstacles. This advantage provides convenience in using this application, different from some other programs that may be heavier.
- d. Shareable. Google Forms allows forms to be shared across multiple platforms. This advantage facilitates users in collecting information through quizzes or questionnaires that can be accessed by many people.
- e. Spreadsheet Feature. Google Forms has a Sheets feature that allows users to view survey responses neatly and automatically. This feature also allows users to view time information and response results in graphical form, making data processing easier.
- f. Economical system. Google Form provides efficiency in terms of both time and cost.
- g. Automatic question shuffle. Teachers don't have to bother shuffling the order of questions and answer options because Google Forms does it automatically.
- h. Auto-correction. For multiple-choice and short answer questions, Google Forms can automatically correct answers, allowing students to quickly see the evaluation results after completing the work.

- i. Automatic saving. Google Form automatically saves students' work results, allowing teachers to download them in Excel document format along with students' grades and answers (Nugroho, 2018).
2. Lack
    - a. Time limit for completing questions. Google Forms does not yet provide a feature for limiting the time for completing questions directly, but admins can limit access time via test or exam links.
    - b. No question marking feature. The absence of a feature to mark questions that have been done, not done, or are doubtful can be overcome by activating the "required answer" menu on each question.
    - c. Cannot be used on online discussion forums.
    - d. Does not support the use of mathematical equations directly. However, it should be noted that this study focuses on the evaluation of PAI subject learning, not Mathematics. (Yoyo Sudaryo, 2019)

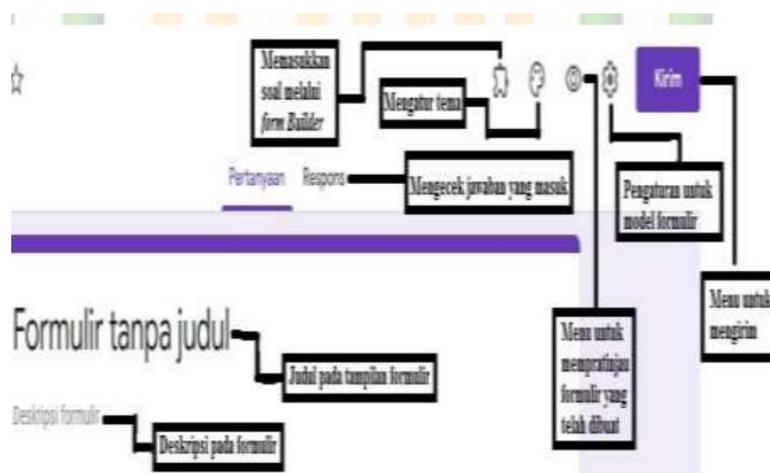
## 2. Stages of Utilizing Google Forms as an Evaluation Tool for PAI Subject Learning at SMK Pembina Bangsa Bukittinggi

The first step in utilizing Google Forms as an evaluation tool for PAI subject learning begins with creating a form using the Web Browser application. The method is to open the Google Drive page via the link [drive.google.com/drive/my-drive](https://drive.google.com/drive/my-drive) and log in using your Gmail account. If you do not have a Gmail account, the first step is to create one. After the login process is successful, the main Google Drive page will appear with a display as shown in the image below.



**Figure 1. Initial Steps for Creating Google Forms**

After the image appears as above, then click the "New" menu, then "Others", then click "Google Forms". The menu will take you to the Google Form homepage as shown in the image below.



**Figure 2. Google Forms Question Creation Menu**

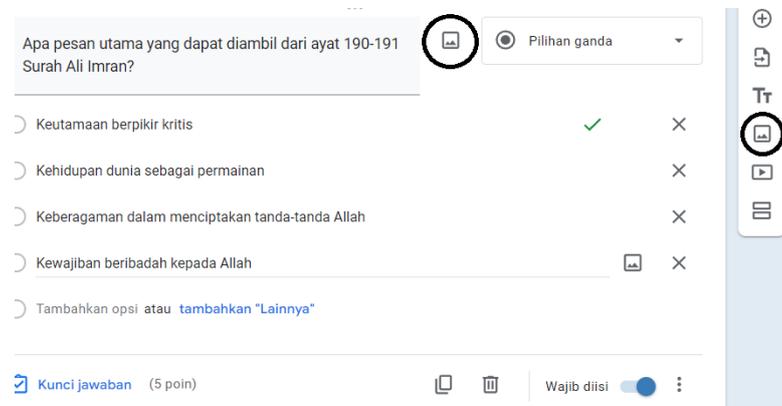
The Google Form homepage includes various elements, such as the form title, form description, theme settings, questions, response/response menu to send, form model settings, form preview menu, and question creation menu via form builder. When starting on the Google Form homepage, the form title and form model description can be filled in the "Untitled form" section. In the page view, there are two parts, namely the top and the bottom. The top will be the form title and form file name, while the bottom functions as the form description. The created form file will be automatically saved in Google Drive.

Before entering the question creation stage, it is necessary to set the form so that it can be used as a learning evaluation tool. This setting is necessary because Google Form was originally designed for survey data collection. To set the form, go to the settings section. There, there are three menus, namely General, Presentation, and Quiz. The save button and the cross (X) button are at the top right to save the settings and return to the home page.

In general settings, you can set respondents (students who will work on the learning evaluation). There are four menus, namely "Collect email addresses," "Limit to 1 response," "Edit after submitting," and "View summary diagram and text responses." Presentation settings are generally used to set the appearance of questions on the form, including options such as "Show progress status," "Shuffle question order," and "Show link to submit other responses." Quiz settings are used to make the form a quiz tool.

After the initial setup is complete, teachers can return to the Google Form homepage to add questions. Several types of questions are available, such as short answer, paragraph, multiple choice, checkbox, or linear scale. The recommended question types for learning assessment tools are short answer, paragraph, or multiple choice. Student identity, such as name, gender, and class, can be the first question to

make it easier to summarize the evaluation results. Google Form is divided into 4 parts, with the first part containing the filling in of student identity and tokens to continue to the next part.



**Figure 3. Inserting Images into Google Forms**

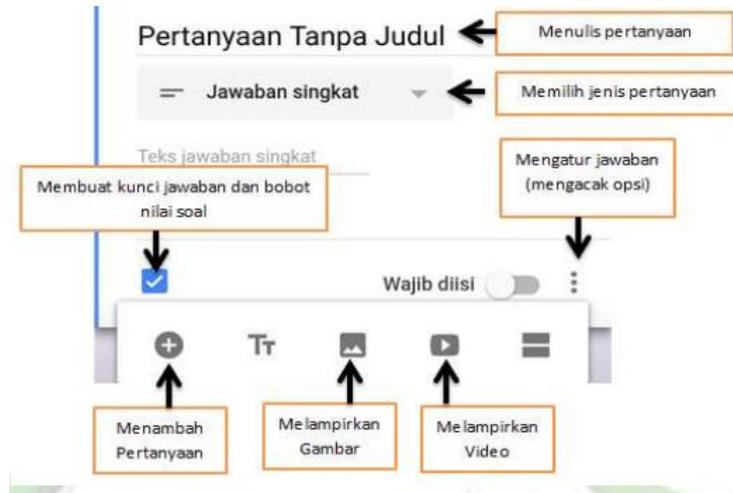
Teachers have the option to vary the questions by inserting images into the questions using the "image" menu on the right side of the question. Images can be selected from files on the device (smartphone or laptop) used when creating learning evaluation questions. After selecting the image, it needs to be uploaded to Google Form. This process can also be applied to the answer options. Although Google provides the option to insert videos, researchers decided not to include videos in the learning evaluation questions because videos cannot be integrated with the questions. If the random question setting is activated, the video can be randomized and separated from the questions and answer options below.

To add new questions, teachers can click the "add" menu on the right side of the page when using a laptop/computer or at the bottom of the page when using a smartphone. If you need to edit a question, simply place the cursor on the question and double-click. If the "Presentation" setting for random questions has been activated, it is better not to add question numbers when creating learning evaluation questions. Adding question numbers to each question can confuse the display on Google Form when the random question menu has been activated.

After the questions are created, the next step is to add answer options. The answer options are written in the column provided under the question type. Next, select the correct answer at the bottom left of the question. Teachers can create answer keys and set scores or points for questions that are answered correctly. If you want to display options randomly, teachers can go to the settings menu marked with three dots at the bottom right of the answer options, then activate the random options menu. If the "Random options" option is activated, it is better not to write the alphabet (A, B, C, D,

and E) in front of the options. The appearance of creating questions in Google Forms can be seen in the image below.

**Figure 4. Question Creation Display**



The process of sharing questions on Google Forms begins by clicking the "Preview" menu. If the questions are correct, the next step is to click the "Send" menu. There are three methods of sending forms on Google Forms, namely via email, link, and HTML. By using the email method, the form will be sent directly to the specified email address. The link method allows the form to be shared by copying the form link. This link can be distributed to students through various applications such as WhatsApp, Line, and so on. While the HTML method can be used to embed forms on blogs or websites.

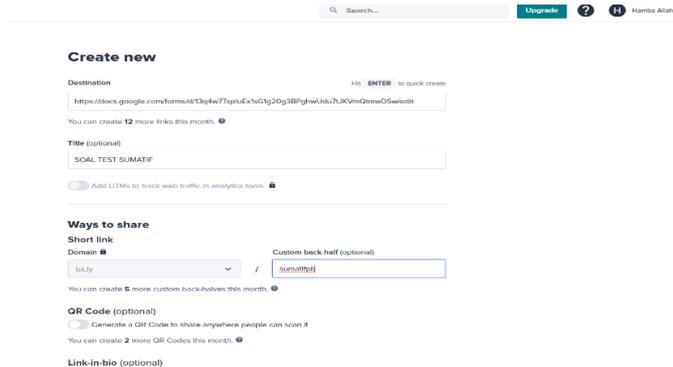
In this study, the author chose the second method, namely sharing via a link. Before distributing the Google Form link, the author decided to shorten the name of the link. This was done because the length of the default link from Google Form can be difficult for users. Although there is no significant effect, the author chose to shorten the link to be more efficient. This Google Form link was then shared with students via the WhatsApp group. Although students can directly access the link shared by the PAI teacher on the WhatsApp group, the author still shortened the link name to to <https://bit.ly/sumatifpb> The Google Form link shortening process can be done by clicking the "Send" menu and selecting the sending option via link, as seen in the following image.

Figure 5. Submit Form View



After the display appears as in the image above, you can copy the generated link. Next, open the bitly.com site via the Google search engine. After opening the site, select the "Log in" option and click "Log in with Google". After successfully logging in, click the "Create" option, and a display will appear as in the following image.

Figure 6. Creating a Shortened Sharing Link

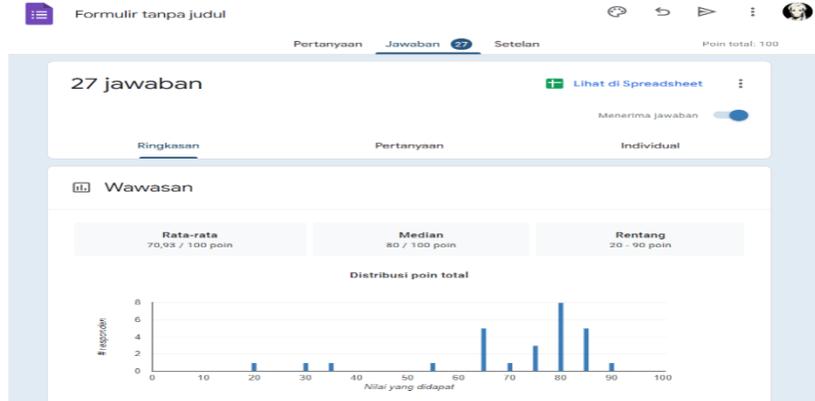


Then, paste the previously copied link into the "Paste Long URL" field and click "Create" at the bottom. After that, you will see a field where you can change the link name as desired.

In this study, the initial link <https://docs.google.com/forms/u/0/d/e/1FAIpQLSfwSSLAETcSSMRdxToBEZZpOXKW0idRaRZt4cZUwC7v9aD2KA/alreadyrespondedchanged> responded changed responded changed responded changed responded changed responded changed responded changed into <https://bit.ly/sumatifpb>

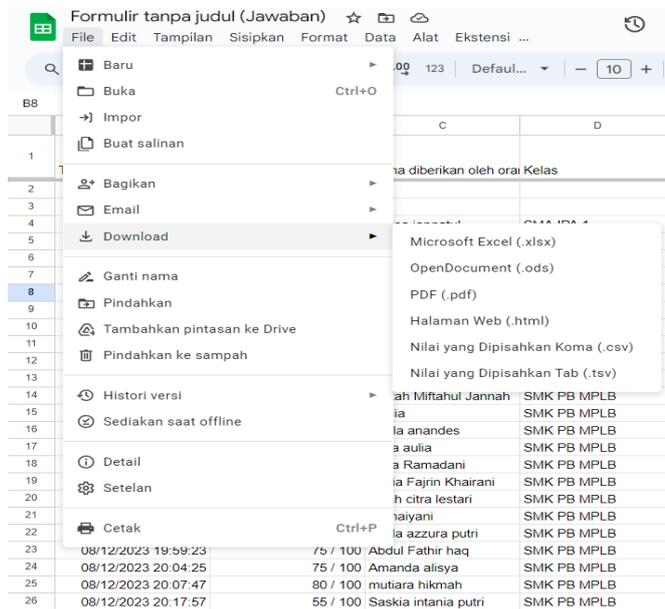
Students who will take part in the online learning evaluation can access the questions via the link that has been shared. Google Form can be accessed via a smartphone, computer, or laptop connected to the internet. To answer multiple-choice questions, students only need to click on the selected answer option. If the answer is essay or short, students simply click on the answer column and type their answer. After completing the question, students must click "Submit" so that their answers are sent and

saved in the application. If the "Release grades immediately after each submission" option is activated in the quiz settings, the PAI subject learning evaluation grade will be displayed immediately after the student submits the answer.



**Figure 7. Results of Student Responses**

Teachers, as admins of Google Forms used as learning evaluation tools, can monitor students' answers through the "Responses" menu. In this menu, admins can see information such as the name, gender, and class of students who have sent answers, the scores of each student, the distribution of answers from each option on each question, and a graph of the scores of all students who have sent answers.



**Figure 7. Results from Google Forms**

The response results can also be downloaded in Microsoft Excel format. To maintain the confidentiality of learning evaluation questions created in Google Form, admins can limit access to the form. To set the form display, admins can go to the "Responses" menu, then select the "Receive responses" menu. If this menu is activated,

Google Form as a learning evaluation tool for PAI subjects can be accessed; conversely, if it is deactivated, the form cannot be accessed.

### **3. Student Responses to the Use of Google Forms as a Learning Evaluation Tool for Islamic Religious Education Subjects at SMK Pembina Bangsa Bukittinggi**

This study involves the use of interview, observation, and documentation methods as the main approaches to collect data in the second part. The focus of data collection is to evaluate students' responses to the implementation of Google Form as an evaluation instrument for PAI subject learning at SMK Pembina Bangsa Bukittinggi, by considering factors such as efficiency of time, cost, energy, use, attractiveness, and benefits.

The results of interviews with class XI MPLB students at SMK Pembina Bangsa Bukittinggi showed that Google Form, used as an evaluation tool for PAI learning, was considered efficient without taking much time, cost, or effort. Students also highlighted the ease of use, the attractiveness, and motivation generated, as well as satisfaction with the interface and the ability to see grades after completing the evaluation.

Referring to the underlying theory, Google Forms has advantages that include ease of use, free availability, lightweight, can be shared to various platforms, equipped with Spreadsheet features for data processing, a time- and cost-saving system, and automation capabilities in randomizing questions, corrections, and storing student work results.

However, several shortcomings were also identified, such as the absence of a time limit for completing questions, the lack of a display showing the status of the answer, limited use in online discussion forums, and the inability to handle math problems with equations or mathematical symbols.

In conclusion, students' responses to the use of Google Form as an evaluation tool for PAI learning at SMK Pembina Bangsa Bukittinggi are generally positive. This study shows that Google Forms can be relied on to optimize the learning evaluation process by considering both positive aspects and existing obstacles.

## **CONCLUSION**

Based on the description in this study, it can be concluded that Google Form is an effective and efficient solution as an evaluation tool for learning Islamic Religious Education (PAI) subjects at SMK Pembina Bangsa Bukittinggi. Google Form offers several advantages, such as an easy-to-use interface, free availability, lightweight program, ease of sharing through

various platforms, and Spreadsheet features for efficient data tabulation. These advantages make Google Form the main choice in the learning evaluation process.

However, it is undeniable that Google Form also has several shortcomings, such as time restrictions on working on questions that cannot be done directly. However, this study provides a solution by limiting access time via a test or exam link. In addition, other shortcomings, such as the inability to mark questions that have been worked on, can be overcome by activating the "required answer" feature on each question.

The article also details the steps of using Google Form as an evaluation tool, from creating the form to sharing the link with students. This process is detailed and can be easily followed by readers.

Students' responses to the use of Google Forms were very positive. They considered Google Forms not only to make the evaluation process easier, but also not to take much time, money, or effort. In addition, they considered Google Forms as an interesting, motivating, easily accessible tool that provides evaluation results that can be viewed quickly.

Thus, this study underlines that Google Form provides a positive contribution to the effectiveness and efficiency of PAI learning evaluation at SMK Pembina Bangsa Bukittinggi. Although not perfect, the advantages and solutions to certain shortcomings make Google Form a promising alternative for a modern and integrated learning evaluation process.

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