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Analysis of the Effectiveness of Google forms as a Media for Evaluating the Outcomes of Learning Ability and Morals

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ABSTRACT
This study aims to analyze the effectiveness of using Google Forms as an evaluation tool for learning outcomes in the Akidah Akhlak subject at MAN 1 Kota Malang, as well as to identify supporting and inhibiting factors in its implementation. This research employs a quantitative approach with a descriptive method. Data were collected through questionnaires, observations, and documentation, and analyzed using descriptive statistical techniques in the form of percentages. The results indicate that Google Forms is effective in improving the efficiency of learning evaluation, particularly in assessing cognitive aspects. The automatic grading feature and real-time result presentation enable teachers to accelerate the assessment process and provide immediate feedback to students. In addition, ease of access and flexibility are key supporting factors in its implementation. However, several challenges were identified, including the potential for academic dishonesty, limitations in internet connectivity, and varying levels of teachers' digital competence in designing evaluation instruments. Furthermore, Google Forms has limitations in measuring affective and psychomotor domains, which are essential components of Akidah Learning morals . Therefore, it is necessary to integrate Google Forms with other evaluation methods to achieve a more comprehensive and holistic assessment. This study contributes to the development of effective and adaptive digital-based evaluation practices in the context of contemporary education.

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INTRODUCTION

The era of disruption technology has construct repeat landscape global education in general basic, no only at the level use digital devices, but also on changes paradigm epistemological about method knowledge produced , accessed , and transmitted . Transformation This push shift from the learning model conventional teacher - centered approach ecosystem collaborative, open, and integrated digital learning with technology information. Education, as institutions dynamic social, demanded For respond change the through adaptation curriculum, pedagogical strategies, and competence educators to remain relevant with characteristics of the times that continue develop.

In context this, role educator become the more complex. They No Again only functioning as transmitter material, but rather as facilitator, mediator, and designer experience capable learning utilise technology in a way effective. However, the reality empirical show existence gap significant generational between educators and participants educate. Most of them educator originate from generation *digital immigrants* who are undergoing an adaptation process to technology in the age

adults , while participant educate is growing *digital* natives in a crowded environment with technology since born . The gap This often bring up obstacle technical and pedagogical , where educators face difficulty in operate device technology at a time integrate it to in practice meaningful learning . Conditions the has implications for the effectiveness of the learning process as well as quality interaction educational in space class (Ruswandi et al., 2023) .

More far , disruption technology No only influence aspect technical learning , but also forming a learning culture new among participant education . Very fast access to information , culture instant , and the dominance of digital media changes method student understand knowledge and interaction with environment learning . Challenge This demand educator For own digital literacy , literacy pedagogical , and literacy adequate cultural skills to be able to bridge need Study digital generation without lost essence values education That alone . Therefore that , discussion about disruption technology in education No can released from analysis about readiness educators , gaps generational , as well as urgency strengthening competence pedagogical based technology .

With Thus , the phenomenon gap between *digital immigrants* and *digital natives* No just problem ability technical , but rather become issue strategic in effort increase quality education in the era of disruption . Problems This demand attention Serious in study academic , especially in formulate adaptation strategies educator to development technology so that the learning process still effective , contextual , and relevant with need participant modern education (Ruswandi et al., 2023)

Evaluation education occupy position central in the entire learning process Because functioning as instrument reflective at a time director quality achievements Study participant educate . In a way conceptual , evaluation No only interpreted as activity measurement results end learning , but rather as a systematic process designed For evaluate achievement objective instructional , effectiveness of learning strategies , and relevance material taught to need development participant educate . In perspective theoretically , Sudjana (2022) views evaluation results Study as a process of giving mark to achievements Study student based on criteria certain that have been set . View This confirm that evaluation contain element objectivity , standards , and clarity indicators that become gauge measuring success Study (Sudjana, 1995) .

In line with that , Arikunto (2021) defines evaluation as activity collect information about working something system , which then made into base in determine alternative right decision . Definition This expand meaning evaluation from just evaluation results Study going to function diagnostics and retrieval decision education . With Thus , evaluation own dimensions strategic in planning action carry on learning , improvement method teaching , and strengthening aspects that are not yet optimal in the education process (Arikunto, 2021) .

At the level practice in schools intermediate , evaluation become tool important in map competence student in a way comprehensive , covering realm cognitive , affective , and psychomotor . This become the more crucial to the eyes lesson Aqidah and morals that are not only mastery - oriented draft theoretically , but also on internalization values and formation character . Therefore that , evaluation on the eyes lesson This No can limited to measurement ability cognitive only , but must capable catch development attitudes , behavior , and moral commitment of participants educate in life daily .

In context its implementation at MAN 1 Malang City, evaluation learning Aqidah Akhlak has vital role in evaluate how far the educational process capable form character religious student

in accordance with objective Islamic education . Evaluation here functioning as mirror that shows relatedness between planning learning , implementation in class , and results that are visible in behavior students . With Thus , evaluation No only play a role as tool measure , but also as instrument coaching sustainable that allows teachers to do improvement and adjustment of learning strategies in a way sustainable based on the data obtained from the assessment process the .

However , the dynamics implementation evaluation learning experience very significant disruption when the world of education faced with a situation global emergency due to COVID-19 pandemic . Conditions the No only change pattern interaction teaching and learning , but also forcing institutions education For do transformation system evaluation in a way fast and massive going to online learning . Changes sudden This cause consequence methodological and technical that is not simple , especially in guard validity , reliability , and objectivity of the assessment process in the middle limitations interaction face face . In context this , evaluation No Again just understood as a measurement process results learning , but rather as an adaptive process that demands adjustment of strategy, media, and instruments evaluation with situation ongoing crisis .

As noted by Hamid (2020), emergency period pandemic present diverse problem complex technical and pedagogical , starting from from limitations access technology , low digital literacy of participants educate , until difficulty educator in designing mechanism constant evaluation reflect achievements competence in a way authentic (Hamid et al., 2020) . Situation This demand creativity and flexibility educator in manage assessment to remain meaningful , even though implemented through a completely digital medium limited . At the same time , the demands to competence educators also increased in a way significant . Educator No Again Enough only control material learning , but also required own skills technological in operate various instrument efficient , accurate , and capable digital assessment minimize potential fraud academic .

In line with findings Ruswandi (2023) emphasized that that success evaluation in system online learning is highly dependent on ability educator in integrate technology with principles appropriate pedagogical (Ruswandi et al., 2023) . This show that the COVID-19 pandemic in general No direct has speed up need will literacy digital assessment literacy among educators . With Thus , the context pandemic No only become background crisis , but also a reflective momentum For review return paradigm evaluation learning to be more adaptive , innovative , and contextual to development technology education .

In context learning Creed and Morals at MAN 1 Malang City, evaluation results Study occupy very strategic position Because functioning as instrument main For measure achievement competence cognitive , affective , and psychomotor participant educate . Evaluation No only interpreted as activity evaluation end , but rather as a systematic process that provides description comprehensive about internalization values faith as well as formation character morals students . However , the practice evaluation that has been carried out This dominated by the use of paper media face a number of constraint structural and technical . The height need logistics , potential error man in the process of proofreading , as well as slowness delivery bait come back to student become issues that have implications direct to effectiveness of the learning process .

Limitations the the more felt when demands efficiency , accuracy , and speed in the evaluation process the more increased . Evaluation based paper tend No responsive to need modern learning demands connectedness between the learning process , assessment , and reflection in a way simultaneous . In eye lesson Akhlak creed that emphasizes formation attitudes

and values , delays bait come back can reduce opportunities for teachers to do strengthening character in a way appropriate time .

Change significant in practice evaluation education happen since the outbreak Covid-19 pandemic . Conditions This become catalyst acceleration digital transformation in the environment education , including in system evaluation learning . Learning distance Far force unit education For adopt system evaluation based network (*online*) in order to maintain continuity of the learning process teach in a way effective . In situation mentioned , the use of digital media is not Again nature optional , but become need pressing urgency that drives paradigm reform evaluation from conventional towards digital. As stated by Lina Wahyu (2021), the pandemic has speed up integration technology in system evaluation education , especially in matter efficiency implementation , accuracy processing results , and speed giving bait come back to participant educate (Lina Wahyu, 2021) .

Transformation This open opportunity for madrasas to develop a more robust evaluation model adaptive , accurate , and efficient , all at once in harmony with characteristics today's digital generation this . Therefore that , in context learning Creed and Morals at MAN 1 Malang City, utilization system evaluation based network No only viewed as response to situation emergency pandemic , but as step strategic in increase quality evaluation more learning effective , transparent , and oriented towards strengthening character student in a way sustainable .

One of response pedagogical to challenge evaluation learning in the digital era is utilization of web-based platforms technology information , including Google Forms. This platform viewed as instrument relative evaluation effective Because convenience access , efficiency time implementation , ability data processing automatic , and provision bait fast and structured feedback to participant educate . Characteristics the make Google Forms not just as tool administration assessment , but rather as part from transformation practice evaluation more learning adaptive to development technology education .

The use of digital evaluation media is also in line with with characteristics Generation Z is growing up in environment digital hyperconnectivity , accustomed with interface interactive , as well as own preference to flexibility in the learning process . Generation This show trend more responsive towards learning media and evaluation which is of a nature practical , fast , and based technology (Suryanovika, 2020) . Therefore that , Google Forms integration in practice evaluation No solely choice technical , but is form adjustment pedagogical to profile participant educate contemporary .

In context learning Creed and Morals at MAN 1 Malang City, needs will instrument effective evaluation become the more important . Subject This No only demand measurement aspect cognitive , but also touching dimensions affective and formation character participant educate . Meanwhile that , limitations interaction physique as well as demands efficiency in implementation evaluation demands teachers to use practical , standardized , and easy instruments implemented . Google Forms offers convenience in compilation various form regarding , wide distribution without space limits , as well as recapitulation systematic results , so that can assist teachers in do evaluation in a way more organized and documented .

With Thus , the use of Google Forms in evaluation learning Creed and Morals at MAN 1 Malang City can understood as part from effort adaptation methodological to development technology at a time adjustment with characteristics participant educate Generation Z. This integration show that innovation in evaluation learning No only related with efficiency technical ,

but also with relevance pedagogical in support objective formation character and ethics participant educate .

Identification problem in study This directed at efforts optimize utilization *Google Forms* as instrument evaluation based learning digital technology . Transformation evaluation from conventional models towards a digital platform no only understood as media changes , but rather as shift paradigm in practice demanding assessment efficiency , accuracy , transparency , and convenience data processing . In context mentioned , *Google Forms* positioned as solution practical and believed capable answer various limitations evaluation traditional , such as length of the correction process , potential subjectivity assessors , as well as constraint documentation and analysis results learn . However Thus , the assumption about effectiveness instrument This No can accepted in a way normative , but rather must proven in a way empirical through achievement data results Study participant educate .

The phenomenon found at MAN 1 Malang City shows interesting conditions at a time problematic in a way academic , namely height number acquisition mark students in the evaluation based *Google Forms* , where the majority respondents reach threshold value highest . Condition This bring up question critical about validity , reliability , and Power measuring instrument evaluation used . Is height achievements mark the reflect improvement quality understanding student in a way authentic , or precisely indicates existence weakness in design questions , mechanisms evaluation , as well as platform characteristics that enable the occurrence of bias in the results . Therefore that , presentation of distribution data mark evaluation become important No only as complement information , but as base analytical For test effectiveness use *Google Forms* in practice evaluation learning as has discussed in reference previously .

For give explanation and strengthening of article data , researchers presenting distribution data mark evaluation as following :

Table A.1 Distribution of Google Forms-Based Aqidah and Akhlak Evaluation Scores at MAN 1 Malang City

No	Value Range	Frequency (Number of Respondents)	Percentage (%)
1	55	1	3.1%
2	75	1	3.1%
3	80	1	3.1%
4	85	1	3.1%
5	90	1	3.1%
6	95	3	9.4%
7	100	24	75.0%
Total	**-**	**32**	**100%**

Source: Researcher's Primary Data (Results of Evaluation Data Processing), 2026.

Based on Table A.1, it appears that as many as 75.0% of students get mark perfect (100) on the instrument the evaluation presented via Google Forms. Findings this is on one side show that utilization of the digital platform present convenience accessibility , efficiency technical , as well as flexibility time and place that are real contribute to achievements performance academic students . Simple interface features , ease of use navigation , as well as speed of collection process

answer allows student interact with instrument evaluation in a way more comfortable compared to with evaluation model conventional . In context learning increasingly contemporary integrated with technology , conditions This can understood as manifestation from effectiveness use of digital media in support the learning and assessment process .

However Thus , the achievement very high and relative value homogeneous the No necessarily can interpreted as indicator success internalization mark Aqidah and Ethics in general substantive . In fact , the phenomenon This open room reflection more academic deep about possibility existence gap between convenience technical in answer question with the cognitive-affective processes that should be happen in learning value . In realm education character and education mark Islam , size success No solely lies in accuracy answer cognitive , but rather to what extent the value the internalized , understood in a way reflective , and manifested in attitude as well as behavior real students . Therefore that , domination mark perfect This need read in a way critical , not just as indicator success evaluation , but as point reject For study repeat validity instrument , depth questions , and correlation between feature the convenience of Google Forms with quality internalization expected value .

With However , the data in Table A.1 does not only serve description quantitative achievements value , but at a time contain implications epistemological for study this , namely the need analysis more carry on about connection between convenience feature technology digital evaluation with the formation process awareness mark Belief and morals in oneself students . Perspective This it is important that research No stuck in reading surface to numerical data , but rather capable put findings the in framework analysis education greater value comprehensive and critical .

Evaluation learning is component essential in system education Because functioning as mechanism systematic For evaluate effectiveness of the learning process at a time measure achievement objective instructional . Through activity assessment and measurement , teachers do not only get description about level mastery material by participants educate , but also get bait necessary return For improve the strategies, methods and learning media used . In perspective modern pedagogy , evaluation No Again understood just as activity end learning , but rather as an integrated continuous process with overall activity Study teach .

In context mentioned , the role of learning media become very strategic . The media does not only functioning as tool visual aids or technical , but as connector message (instructional message) that is capable increase involvement cognitive , affective , and attentional students . Use of appropriate media can help clarify concept , reduce ambiguity information , as well as create experience learn more interesting and meaningful for participant educate (Meirawati et al., 2021) . With Thus , selecting appropriate learning media participate determine quality implementation evaluation , because the media is effective enable the assessment process ongoing more interactive , efficient , and measurable .

Development digital technology brings opportunity new in practice evaluation learning . Integration of digital devices in activity evaluation enable the evaluation process done in a way more fast , accurate , and documented with good . One of them form implementation technology the is utilization of Google Forms as instrument evaluation online based . As part from ecosystem digital applications , Google Forms provides auto-grading, recapitulation features mark automatic , and data analysis that can accessible in real-time. Features This No only relieve burden

administrative teacher, but also allows monitoring development cognitive student in a way sustainable and data -driven (Risyawal et al., 2023) .

With Thus , the use of digital media such as Google Forms in evaluation learning No just adaptation to progress technology , but rather is step strategic For increase quality of the assessment process . Integration between evaluation , learning media , and digital technology create system more assessment responsive , transparent and effective in support achievement objective education .

Transformation evaluation learning in the post-pandemic era demand educator For adopt digital devices that are not only practical , but also capable guard quality of the assessment process . A number of study previously show that utilization **Google Forms** as instrument online evaluation provides flexibility significant for educators and participants educate in designing , accessing , and managing evaluation in a way efficient . Findings **Lina Wahyu (2021)** confirm that convenience distribution questions , collection response in real-time, as well as automatic data recapitulation make application This relevant in context learning distance Far or hybrid. Flexibility This allows teachers to adjust form evaluation with characteristics materials and needs participant educate without restricted space and time .

Although Thus , the effectiveness implementation online evaluation does not can released from factor infrastructure technology . Hamid's research (2020) shows that stability internet network , availability devices , as well as user digital literacy become variables determinants that influence success of online learning (Hamid et al., 2020) . This means that the advantages digital platform technicalities do not necessarily ensure success evaluation if No supported by readiness ecosystem adequate technology . Obstacles This Still become reality in various unit education , especially in areas with limited internet access .

In perspective Islamic education , success evaluation learning No only measured from accuracy score or efficiency administration , but also from readiness teacher pedagogical in respond changing times. Ruswandi (2023) emphasized that teacher competence in utilise digital technology is part from professionalism Muslim educators in the era of disruption . (Ruswandi et al., 2023) Evaluation learning viewed as an integral process that reflects the teacher's sincerity in guard quality learning at a time utilise progress technology as means supporting , not replacement values pedagogical .

In line with that , research Nasrah (2024) revealed that use of Google Forms in capable of learning Islamic Religious Education (PAI). streamline administrative processes evaluation without reduce depth substance evaluation . Permanent teachers can designing instrument appropriate assessment with objective learning , while digital systems help speed up the data processing process (Nasrah et al., 2024) . With Thus , integration technology in PAI evaluation shows that modernization instrument evaluation can walk in harmony with principles Islamic education .

Various findings the indicates that utilization of Google Forms as tool online evaluation has potential big in increase effectiveness evaluation learning , but still influenced by readiness infrastructure and competency educators . Therefore that , study more carry on required For understand How use application This implemented in a way contextual in units education , in particular in Islamic Education learning , so that evaluation conducted No only efficient in a way technical , but also meaningful in a way pedagogical and harmonious with values Islamic education .

Based on description background back and identification problems that have been presented previously , research This directed For study in a way more deep effectiveness Utilization

of Google Forms as an evaluation medium results learning in the eyes lesson Creed and Morals at MAN 1 Malang City. Focus main study No only stop using technology as tool help administrative , but place it as instrument influential pedagogy to quality measurement achievements Study students . In context this , distribution mark student analyzed as indicator empirical For evaluate to what extent the instrument digital evaluation is capable represent understanding conceptual , depth affective , and internalization values morals that become characteristics typical eye lesson the .

In addition , research This aim identify in a way systematic various factor supporters and obstacles faced educator in implement evaluation digital- based . Factors the covers readiness literacy teacher technology , availability means infrastructure , characteristics participant educate , and dynamics madrasah policy in push digital transformation of learning . Identification This important For understand that effectiveness technology evaluation No solely determined not by the sophistication of the platform, but by the ecosystem pedagogical aspects that surround it .

More further research this also assesses aspect efficiency administration and accuracy of the data generated through digital platforms compared with method evaluation conventional based paper . Aspect efficiency analyzed through savings time , convenience recapitulation , as well as practicality value data processing , whereas aspect accuracy reviewed through consistency results , minimization input errors , as well as convenience historical data tracking students . With Thus , research This expected capable give description comprehensive about contribution digital evaluation does not only to the assessment process , but also to governance administration more learning systematic , transparent and accountable , as has supported by references theoretical and empirical presented in the section previously.

Research result This expected give significant contribution good in the realm theoretical and practical in development of Islamic Religious Education (PAI) in the era of digital transformation Society 5.0. In general theoretical , research This contribute in enrich treasury literature regarding digital transformation strategies in PAI, particularly in the development of instrument evaluation learning that meets principle validity , reliability , and authenticity environmental assessment learning based technology . During this , discourse about digitalization more religious education Lots focuses on media and method aspects learning , while aspect evaluation which is component essential in cycle learning Still relatively not enough get attention deep . Therefore that , research This present perspective new about How instrument evaluation can constructed and implemented through a digital quiz platform systematic , measurable , and appropriate with characteristics evaluation in Islamic Education.

More further research this also provides contribution conceptual in bridge need PAI teacher pedagogical with demands development technology education , so that evaluation learning No Again viewed as burden administrative , but rather as an efficient , adaptive , and data- driven pedagogical process . With Thus , research This expand framework think about integration technology No only at the level delivery material , but also at the level of measurement achievements Study student in a way comprehensive in the era of Society 5.0.

In a way practical , benefits study This can felt by some parties . For Islamic Education teachers, the results study This can become reference applicable in utilise feature digital quizzes optimally for reduce burden Work administrative which during This confiscate time , at the same time increase quality evaluation through system recapitulation automatic , analysis results learning and documentation more assessment organized . For the madrasah, research This can become

base consideration in taking policy related procurement and utilization means ICT infrastructure as support realization the vision of a digital madrasah that is not only oriented towards learning , but also towards the system modern, effective , and integrated evaluation . As for researchers next , the findings in study This can become secondary data at a time foothold beginning For develop study continued , especially related integration evaluation affective student through digital platforms that have been This Still become challenge in evaluation based technology .

With Thus , research This No only give donation conceptual to development evaluation PAI learning in the digital era, but also offers implications relevant practice with need real in the field madrasa education .

RESEARCH METHOD

Study This designed with use approach quantitative through method descriptive as framework Work main in understand the phenomenon being studied . Approach quantitative chosen Because allows researchers measure variables study in a way objective , structured , and based on numerical data so that can give description measurable empirical about effectiveness something instrument or learning media . As explained by Sugiyono (2013), research quantitative used For research population or sample certain with objective test hypothesis that has been formulated through procedure systematic , controlled , and scientific can tested replicable framework. This place data as base main in withdrawal conclusion , so that results study No nature speculative , but rather based on findings empirical that can verified (Sugiyono, 2013) .

In context research conducted at MAN 1 Malang City, method descriptive chosen Because focus study No only based on testing connection between variables , but also on efforts to explain in a way systematic , factual , and accurate about characteristics as well as level effectiveness using Google Forms as an evaluation medium learning in the eyes lesson Creed and Morals. Descriptive method allows researchers describe the reality that occurs in the field What existence , without manipulation variables , so that the resulting portrait represent condition real practice evaluation learning based current technology applied .

Selecting Google Forms as object study based on its increasing role significant in digital transformation of education , in particular in practice evaluation demanding learning efficiency , accuracy , and convenience access . Therefore that , research This make an effort identify to what extent the media effective used as instrument evaluation , seen from aspect convenience usage , speed data processing , accuracy assessment , as well as response participant educate to the evaluation model online based . With use approach quantitative descriptive , the data obtained from respondents analyzed in form numbers and percentages For Then interpreted in a way scientific in order to provide description comprehensive about the effectiveness of the media .

With Thus , the approach quantitative descriptive in study This No only functioning as method data collection and processing , but also as framework analytical For understand in a way deep phenomenon use technology evaluation learning in the madrasa environment . Basis methodological This in line with view Sugiyono (2013) that study quantitative descriptive aim describe something phenomenon in a way systematic based on measurable data , so that capable give clear , objective and achievable contributions accountable in a way academic (Sugiyono, 2013) .

Data collection in study This done through approach triangulative which combines questionnaire Google Forms based , observation direct towards the evaluation process classroom learning , as well as studies documentation to results assessment and archives learning . The use of Google Forms is not only positioned as a distribution medium instrument research , but also as object of research its effectiveness in practice evaluation learning . Instruments study arranged in a way systematic For catch perception students and teachers towards use of the media , with focus on three indicator main , namely convenience usability , accuracy assessment accuracy , and *its* impact to motivation Study students . Third aspect This chosen Because represent dimensions technical , pedagogical , and psychological from utilization technology in evaluation learning .

Through distributed questionnaires online , respondents give evaluation based on experience direct they in using Google Forms as an evaluation medium . The resulting data questionnaire Then strengthened with findings observations made during implementation evaluation taking place , so that researchers can see in a way factual how is the filling and processing process value , and response participant educate in situation learning real . Meanwhile that , study documentation done with examine archives value , summary results evaluation , as well as document supporters other For ensure consistency between perception respondents with the empirical data generated from system .

Data analysis was performed with use technique percentage For classify level media effectiveness based on categories that have been set previously . Approach This allows researchers For serve description measurable quantitative about effectiveness use of Google Forms in evaluation learning , at the same time give base objective interpretation to findings research . With Thus , the process of collecting and analyzing data in study This designed No only For describe perception , but also for validate media effectiveness through combination between subjective data and factual data which are mutually exclusive complete .

Procedure data collection in study This designed in a way systematic through three stages mutually related technical continuous , starting from stage preparation instrument , stage implementation data collection , up to stage data extraction and cleaning . Design procedure This No only aim For obtain valid and reliable data , but also to ensure that the data collection process is running in accordance with principles methodology study quantitative which emphasizes accuracy procedural , control to variables technical , as well as data integrity since stage beginning until end (Sugiyono, 2013) .

Stage First is stage preparation instrument . In the phase this , researcher compile grains question evaluation learning as well as questionnaire adjusted effectiveness with indicator research . Compilation instrument done with notice suitability between construct theoretical , indicators operational , and form questions asked to respondents . Validation done in a way practical through review eligibility content (*content feasibility*) for ensure that every grains question truly represent measured variables as well as easy understood by the subject research . This step become crucial Because quality instrument will be very decisive the quality of the data produced .

Stage second is stage implementation data collection . At this stage this , the instrument that has been prepared converted to in a digital platform via Google Forms to make it easier distribution and filling by respondents . Researchers Then share questionnaire link to subject study

with arrangement feature *limit to 1 response* to maintain data validity and prevent filling duplicated by the same respondent . During the filling process ongoing , researchers do observation passive to implementation filling instrument . Observation This focused on aspects potential technical influence quality response , such as stability internet network , compatibility student smartphone devices , as well as obstacle other technical issues that arise in a way *real-time* . Although No do intervention direct , recording to constraint technical the important as part from control quality of the data collection process .

Stage third is stage data extraction and cleaning . After all over response collected , researchers download data from a Google Forms spreadsheet to in Microsoft Excel format. At stage This *data cleaning* process is carried out , namely sorting against the indicated data double , no complete , or No fulfil criteria eligibility analysis . This data cleaning process done in a way careful For ensure that only valid and suitable data will be analyzed at the stage next . With Thus , the procedure data collection is not stop at the stage filling instruments , but continue until stage verification end For ensure research data integrity (Sugiyono, 2013) .

Procedure data collection in study This designed in a way systematic and gradual For ensure process traceability , consistency technical , as well as integrity the results obtained . Planning procedure This No solely aspect - oriented technical distribution instruments , but also consider validity content , reliability technical implementation in the field , as well accuracy of data generated at the stage end . Therefore that , the mechanism data collection is carried out through three stages main mutual related , namely stage preparation instrument , stage implementation data collection , and stages extraction as well as data cleansing . Third stages This arranged with referring to the principles methodology study quantitative which emphasizes importance validity , reliability , and control procedural during the research process ongoing (Sugiyono, 2013) .

Stage First is stage preparation instrument . In the phase this , researcher arrange two types instrument main , namely grains question evaluation used For measure achievements results Study as well as questionnaire designed effectiveness For measure perception subject study to implementation research methods . Compilation instrument done with notice suitability between indicator study with construct theoretical that becomes base research . Every grains questions and statements in questionnaire arranged based on indicator operations that have been lowered from variables research , so that each item has relatedness direct with objective research . Furthermore , the instrument the through the validation process practical validation for evaluate eligibility content , clarity editorial , and understanding language by subject research . Validation This aim For minimize potential for understanding bias and ambiguity meaning that can be influence quality responses given by respondents . This process in line with principle that good instrument must own clarity adequate content and measurability before used in data collection (Sugiyono, 2013) .

Stage second is stage implementation data collection . At this stage this , the instrument that has been stated worthy uploaded to on the Google Forms platform as a digital distribution medium to subject research . The selection of Google Forms is based on considerations efficiency distribution , convenience access through smartphone devices , as well as ability system in record response in a way automatic and structured . The Google Forms link then shared to subject study with arrangement " *limit to 1 response* " feature to ensure that every respondents only can send one time response . Settings This is part from control strategy procedural For guard data integrity and

prevent occurrence duplication responses that can bother validity results research . During the work process instruments by respondents , researchers No do intervention to the filling process , but do observation passive For take notes various constraint emerging technicalities in real-time. Observation This covering recording stability internet network , compatibility smartphone device used students , as well as constraint other potential technical influence smoothness filling instrument . Recording This important Because factor technical in digital- based data collection can influence quality response and integrity of collected data .

Stage third is stage data extraction and cleaning . After all over respondents finish filling instruments , recorded data in a way automatic in Google spreadsheet downloaded to in Microsoft Excel format for processing is carried out early . At the stage this , researcher carry out the data cleaning process which includes identification and removal response double , unresponsive complete , as well as indicated data invalid . This process aim For ensure that only data that meets the requirements criteria eligibility that will be analyzed more continued . In addition , researchers also conducted arrangement reformat data to suit with need analysis statistics at the stage next . Stages this data extraction and cleaning is part important from procedure study quantitative , because quality analysis is highly dependent on the quality of the raw data obtained (Sugiyono, 2013) .

With Thus , the procedure data collection in study This No only understood as activity technical collection response , but as a series of planned , controlled , and documented methodological processes with good . Every stages designed For each other support in produce valid, reliable and appropriate data analyzed . Approach gradually This show that data collection was carried out in a way Be careful with consider aspect methodological , technical , and practical , so that results research obtained own base strong and procedural accountable in a way scientific (Sugiyono, 2013).

RESULTS AND DISCUSSION

The effectiveness of Google Forms in Evaluation Cognitive

The use of Google Forms in evaluating Islamic Religious Education (PAI) learning has implications that are not only technical-operational, but also have a more fundamental impact on the pedagogical dimension of evaluation. Meta-analysis findings showing that approximately 90% of respondents positively assessed the use of this platform indicate a paradigm shift in assessment from conventional patterns to a more adaptive, responsive, and efficient digital-based evaluation system. In the implementation context at MAN 1 Malang City, this efficiency is reflected in the system's ability to perform automatic corrections and real-time score processing, allowing teachers, including those in the Aqidah Akhlak subject, to immediately obtain an overview of students' cognitive achievements without going through a time-consuming manual correction process (Manggaberani et al., 2024) .

From a results perspective, this efficiency directly impacts the acceleration of the learning evaluation cycle. Teachers are no longer focused on administrative correction activities, but can instead allocate time for results analysis, learning reflection, and pedagogical follow-up planning. This condition aligns with Arifin's (2012) view that evaluation is not merely a measurement activity, but a diagnostic instrument that allows teachers to quickly and accurately place students according

to their ability level. The direct feedback feature *in* Google Forms strengthens this diagnostic function, because students can see their learning outcomes immediately after the test is completed, thus encouraging self-reflection and independent learning improvement (Arifin, 2012) .

In a more in-depth discussion, the use of Google Forms also fulfills one of the important characteristics of a good evaluation tool: practicality . This practicality not only means ease of use but also flexibility in instrument development, question distribution, data collection, and result recapitulation, all integrated within a single digital system. Compared to paper-based evaluation formats, this platform significantly reduces the administrative burden on teachers while minimizing the potential for human error in the assessment process (Manggaberani et al., 2024) . Thus, technical efficiency is intertwined with improving the quality of learning evaluation management.

However, the discussion cannot stop at the cognitive efficiency aspect alone. PAI evaluation is inherently holistic, encompassing the cognitive, affective, and psychomotor domains. This is where the limitations of Google Forms begin to emerge. This platform is highly effective in measuring cognitive abilities through objective instruments such as multiple-choice, short answer questions, or structured descriptions. However, measuring affective domains such as attitudes, internalization of values, and morals, as well as psychomotor domains such as religious practices or Quranic reading skills, still requires direct observation, performance assessment , and face-to-face interaction (Arifin, 2012) . Therefore, Google Forms cannot be positioned as the sole evaluation instrument, but rather as part of an integrated evaluation system.

The effectiveness of Google Forms is also significantly influenced by teachers' digital competencies. Integrating ICT into Islamic Religious Education (PAI) learning is not simply a matter of application usage, but also involves teachers' ability to design instruments that align with 21st-century learning objectives, select appropriate question types, and utilize evaluation data for continuous learning improvement (Muflikhatun et al., 2025; Ruswandi et al., 2023) . Without these competencies, technology use has the potential to become merely a digital formality that does not significantly impact evaluation quality.

Thus, the research results show that Google Forms significantly contributes to the efficiency and effectiveness of cognitive evaluation in Islamic Religious Education (PAI). While the discussion emphasizes that its optimization requires integration with other evaluation instruments capable of addressing the affective and psychomotor domains. This integration positions Google Forms as part of a more comprehensive learning evaluation ecosystem, not as a replacement for the entire evaluation process in Islamic Religious Education.

Challenges and Obstacles in Implementing Google Forms in PAI Learning Evaluation

The implementation of Google Forms as an evaluation instrument in Islamic Religious Education (PAI) learning demonstrates a more complex dynamic than simply shifting from paper to digital media. Field findings indicate that the administrative effectiveness generated by the use of Google Forms does not always directly correlate with the pedagogical quality and evaluative validity expected in religious education. Previous research (Manggaberani, 2024; Muflikhatun, 2025; Munawaroh, 2021) indicates that the obstacles that arise are not only technical but also touch on the epistemological dimension of learning evaluation, particularly regarding the measurement of

moral, affective, and religious practice aspects (Manggaberani et al., 2024; Muflikhatun et al., 2025; Munawaroh et al., 2021) .

From an academic integrity perspective, the implementation of Google Forms-based evaluations demonstrates a serious vulnerability to student dishonesty. The lack of physical supervision and minimal proctoring features make it difficult for teachers to ensure the authenticity of submitted answers. In the context of Islamic Religious Education (PAI), this situation presents a pedagogical paradox because the evaluation instrument, which should instill honesty, actually opens up opportunities for unauthorized collaboration between students (Ngafifah, 2020) . This discussion aligns with Arifin's (2012) perspective, which emphasizes that the objectivity of evaluation depends not only on the instrument but also on the educator's commitment to upholding the principles of honesty and accuracy throughout the evaluation process (Arifin, 2012) . Therefore, the use of Google Forms in this context demonstrates that without adequate supervision design, digital evaluations have the potential to only measure superficial cognitive achievement without addressing the character-building dimensions that are at the heart of religious education.

In the realm of competency measurement, implementation results show significant limitations of Google Forms in accommodating the affective and psychomotor domains. While multiple-choice and short essay-based evaluations are effective in testing conceptual understanding, they are unable to represent practical skills such as prayer performance, accuracy of tajweed in reading the Qur'an, or internalization of religious attitudes in daily life. This discussion reinforces Arifin's (2012) argument that good evaluation must be comprehensive, encompassing all learning domains. When teachers rely solely on Google Forms as the sole evaluation instrument, the portrait of students' religious competence becomes partial and incomplete (Arifin, 2012) . In practice, teachers are forced to use additional media such as videos or direct observation, indicating that Google Forms function more as a supporting instrument, rather than the primary instrument in Islamic Religious Education evaluation.

In terms of infrastructure and digital literacy, field results indicate that the success of Google Forms-based evaluations is largely determined by external factors beyond teachers' pedagogical control. The quality of students' devices, internet network stability, and data quota availability often become obstacles, resulting in incompletely saved answers or students failing to complete tests on time (Ngafifah, 2020) . Discussion of these findings demonstrates a digital divide that directly impacts evaluation fairness. Furthermore, teachers' ability to design varied and engaging questions also determines the effectiveness of this platform's use. Munawaroh (2021) emphasized that without adequate creativity and technical understanding, Google Forms will remain merely an administrative tool lacking in pedagogical innovation (Munawaroh et al., 2021) .

Furthermore, regarding instrument quality and test validity, implementation results indicate a tendency for teachers to use outdated questions or directly from textbooks without adequate item analysis. This condition causes evaluation instruments to lose their validity and reliability, which should be the primary requirements for learning measurement tools. This discussion reaffirms the evaluation principles proposed by Arifin (2012) and reinforced by Ngafifah (2020), namely that evaluation must meet the principles of continuity, objectivity, comprehensiveness, and practicality. Without systematic instrument design efforts, Google Forms simply becomes a digital

platform for questions whose substantive quality has not been tested (Arifin, 2012; Ngafifah, 2020) .

Thus, the results and discussion indicate that implementing Google Forms in Islamic Religious Education evaluation cannot be viewed as a single solution that automatically improves evaluation quality. Its effectiveness depends heavily on teachers' pedagogical design, infrastructure support, and integration with other evaluation instruments capable of addressing the affective and psychomotor domains. These findings emphasize that digital technology in religious education should be positioned as a tool requiring methodological strengthening, not as a complete substitute for comprehensive learning evaluation principles.

Optimizing Google Forms in Developing HOTS Instruments in Aqidah Akhlak Learning

The integration of Information and Communication Technology (ICT) in Islamic Religious Education (PAI) is no longer just an option, but a crucial need to increase student engagement and understanding in the digital era (Muflikhatun et al., 2025) . Google Forms has emerged as one of the platforms that is massively used due to its efficiency and ease of access for both teachers and students ((Manggaberani et al., 2024) . However, the effectiveness of this digital media does not only lie in its technical features, but also depends heavily on the teacher's pedagogical readiness in designing meaningful evaluations. At MAN 1 Malang City, the main focus has shifted from simply administering tests to developing instruments capable of measuring *Higher Order Thinking Skills* (HOTS). The use of Google Forms here is seen as an integral part of encouraging students' creative reasoning, which goes beyond the boundaries of traditional administrative data collection (Arifin, 2012) .

Developing HOTS questions in the Creed and Morals material demands reasoning, analysis, and evaluation skills from students. Teachers are encouraged to focus not only on *recall* or memorization but also on deeper comprehension and application skills. Google Forms can be optimized by inserting various stimuli, such as videos of social behavior cases, images of ethical situations, or news texts as a basis for behavioral analysis. Arifin (2012) stated that the use of essay-style questions is highly recommended for measuring learning activities that are difficult to reach with objective formats, because they require students to organize answers in their own words. For example, in the material on social ethics, students can be given a case study on the phenomenon of *cyberbullying* and asked to conduct a theoretical analysis based on the principle of easy morals. This strategy makes Google Forms a tool that encourages students to think critically and find solutions. (Arifin, 2012) .

Quality evaluation must be based on strong principles of validity and reliability. Teachers need to understand that developing assessment instruments is not simply a matter of transferring questions to a digital platform, but also requires a rigorous item quality analysis process (Arikunto, 2021) . In the context of online and hybrid learning, objectivity can be enhanced by developing clear answer keys and using standardized assessment rubrics, especially for subjective HOTS questions. Kusaeri and Suprananta (as cited in Edawarni , 2022) emphasize that educational measurement and assessment must be conducted systematically to provide an accurate picture of student progress (Pane et al., 2022) . Therefore, teachers at MAN 1 Malang City must possess

balanced digital and pedagogical literacy to optimally utilize features such as *shuffle options* or *quiz modes to maintain the quality of assessment results.*

Although considered effective, there are several technical and non-technical obstacles in implementing Google Forms as an evaluation tool. Based on field studies, the limited features in detecting student honesty during tests are a frequently encountered critical note (Ngafifah, 2020) . Without strict and systematic supervision, the objectivity of assessments can be compromised by students' tendencies to engage in academic dishonesty, such as searching for answers online or collaborating illegally. Arifin (2012) emphasized that to obtain objective results, teachers must adhere to the principles of honesty and accuracy in conducting self-evaluations of the ongoing process. (Arifin, 2012) . Furthermore, device readiness and internet network stability at school and at students' homes often hinder the equitable distribution of tests to all students (Ruswandi et al., 2023) .

To mitigate these obstacles, a comprehensive and sustainable evaluation approach is required. Teachers should not be limited to a single type of evaluation instrument but rather apply the principles of continuous, objective, practical, and cooperative evaluation (Ngafifah, 2020) . The use of Google Forms must be accompanied by more innovative proctoring supervision or highly contextual question design so that answers cannot be easily found through search engines. By integrating honesty values into the process of completing the Aqidah Akhlak questions, evaluation serves not only as a cognitive measurement tool but also as a means of building student character (Meirawati et al., 2021) . Ultimately, the optimization of Google Forms at MAN 1 Malang City is expected to produce a generation that is not only digitally savvy but also possesses high moral integrity in facing the challenges of the times.

CONCLUSION

Using Google Forms as an evaluation medium learning The Aqidah and Morals at MAN 1 Malang City are proven effective especially in aspect evaluation cognitive . This is shown through convenience access , efficiency time , and ability system in do correct automatic and serving results in real-time. Efficiency the No only relieve burden administrative teacher, but also speeds up the feedback process come back to student so that support repair learning in a way sustainable .

However Thus , the effectiveness of Google Forms is still limited to measurement realm cognitive and not yet capable optimally reach realm affective and psychomotor which become part important in learning Moral Creed . Apart from that , there are obstacles faced in its implementation , such as potential fraud academic , limitations infrastructure technology , as well as variation digital competence of teachers in designing instrument quality evaluation .

Therefore Therefore , the use of Google Forms is necessary integrated with method other more detailed evaluations comprehensive , such as observation , assessment performance and assignment based practice . Optimization can also be done through development question based on Higher Order Thinking Skills (HOTS) and improvement digital literacy of teachers. With Thus , Google Forms does not only functioning as tool practical evaluation , but also as a part from system evaluation holistic and formation - oriented learning character student .

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