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The Utilization of Google Form as Learning Media in Statistics Course

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ABSTRACT

This research aims to investigate the utilization of Google form in Statistics course at English education department, teacher training and education faculty, University of Mathla'ul Anwar. The researcher conducted qualitative research with literature study design. The methods used were bibliographical searches and learning descriptions using Google Forms. The source of literature investigated were journal articles, continuous article, books and articles relating with Google Form as learning media. The participants of the research were 6th semester students of English Education Department. So far, Google Forms are more often used for evaluation or assessment of learning, even though it also can be used as learning media to teaching a specific material by attaching videos and graphics to support material explanation. Google forms is cheap and effective learning media because it does not need more quota to access and specific application, it merely has to have a Google account.



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INTRODUCTION

The need for technology in Indonesian education cannot be separated from the needs of people's daily lives. Along with the rapid development of learning media created, the world of education is constantly undergoing a process of indirect change that is influenced by science and technology. Responding to the current era of technological progress, education must adapt more to increasingly sophisticated technological developments to achieve goals and facilitate the implementation of education.

Technological developments and advances can be used as innovative solutions in the field of learning, especially in the production and development of learning media, so that the learning process becomes more interesting, which has an impact on student interest in learning. The combination of education and technology makes the learning process more interesting, flexible in terms of time and cost, and increases student interest in learning. However, in the conditions of the covid-19 pandemic, face-to-face teaching and learning activities must be stopped due to the spread of the virus that has attacked Indonesia and even the world.

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Indonesia has been infected with Severe Acute Respiratory Syndrome Corona Virus 2 (SARS-CoV-2) or better known as the corona virus, since early March 2020. This virus can attack anyone, such as the elderly, adults, children and infants, including mothers, pregnant and nursing mothers. Seeing the deteriorating conditions, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 on March 24, 2020 which contains the implementation of education policies when needed in the spread of Covid19. The letter contains: 1) Learning takes place online or remotely to provide a meaningful experience for students. 2) The focus on learning from home includes developing skills related to the Covid-19 pandemic. 3) Learning activities and assignments are carried out in different ways according to the interests and conditions of each student, especially by paying attention to gaps in access or learning opportunities at home. And 4) learning products receive qualitative and useful comments from teachers without having to give scores in the form of quantitative values, (Mansyur, 2020: 118). From its contents, it is clear that the spread of Covid-19 has had a major impact on the learning process.

Likewise, universities where researchers will conduct research also apply the same thing, namely applying learning in lectures through Blended Learning, which is a combination of online and offline because it is located in the green zone of covid-19. One of the learning media that researcher used in online learning in the courses namely the Statistics course in the even semester 2020/2021 academic year was the Google Form application, which is part of the Google platform.

Google Form is one of Google's default products from the Google Docs product category. Google Forms is a web-based application that provides services for creating forms for various purposes, such as making test/test questions, surveys, guest books, data collection, and so on. Anyone using Google forms, the requirement is to have a universal Google account by registering at <http://account.google.com/login>. Google Forms is a web-based site, so anyone, anywhere, can quickly give quizzes or questionnaire responses using a computer / laptop or mobile internet application. Therefore, by using this website, a teacher or other Internet-related profession no longer needs to use paper to print their tests or questionnaires. Save time by sharing, remembering, and analyzing test and quiz results. From this it can be concluded that Google Forms is perfect for collecting opinions from people far away, managing registrations for events or schools via the Internet, collecting data, conducting spontaneous questionnaires, verifying simple questions, etc. (Bulan dan Zainiyati, 2020). Researcher chose the Google Form application because it is very easy to use and can be accessed by everyone without having to use high costs. The purpose of this study is to examine the use of Google Forms in online learning (e-learning) to provide a learning experience for students in the Statistics learning process.

METHOD

The research carried out for one semester, namely even semester in 2020/2021 academic year. It started from March 8th to June 26th in Statistics course at English Education Department, Teacher Training and Education Faculty, University of Mathlaul Anwar Banten.

The methods used were bibliographical searches and learning descriptions using Google Forms. The source of literature investigated were journal articles, continuous article, books and articles relating with Google Form as learning media.

RESULT AND DISCUSSION

Learning of Statistics course using Google Forms can feel like in class, because lecturer can greet and interact with students, the only difference is that the interaction must be read and students' responses by answering the questions given.

The following is a fragment of the interaction between lecturers and students.

Figure 1: The lecturer greets and conveys the material to be discussed

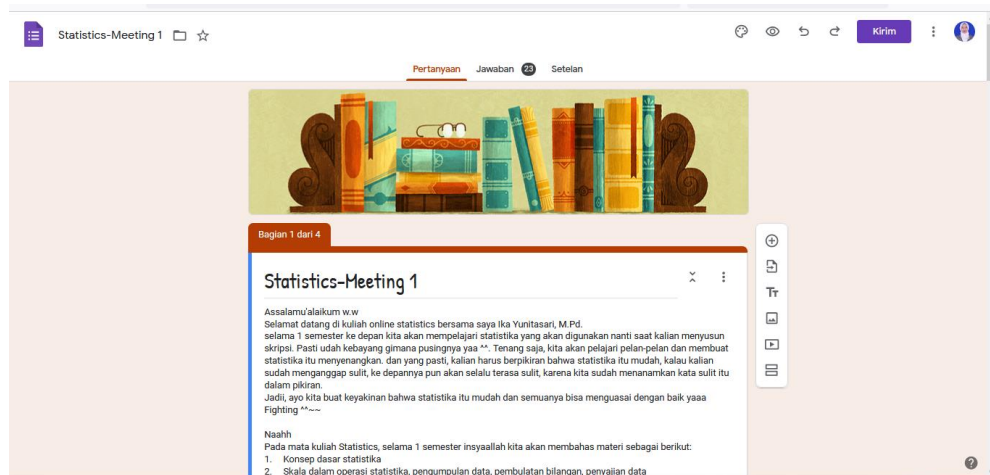


Figure 2: The lecturer conveys the design of the material that will be discussed during the next semester.

Pada mata kuliah Statistics, selama 1 semester insyaallah kita akan membahas materi sebagai berikut:

1. Konsep dasar statistika
2. Skala dalam operasi statistika, pengumpulan data, pembulatan bilangan, penyajian data
3. Peran statistika dalam penyusunan tugas akhir
4. Distribusi frekuensi
5. Rata-rata, modus, median
6. Kuartil, desil, persentil
7. Rentang, rentang antar kuartil, simpangan baku
8. Uji normalitas
9. Uji homogenitas
10. Statistika parametrik
11. Statistika non-parametrik
12. Analisis korelasi
13. Analisis regresi
14. Skala likert

Ke-14 materi di atas baru rencana yaa, dalam perjalanannya nanti bisa lebih atau kurang sesuai kondisi, tapii kita rencanakan dulu secara maksimal.

Are u Ready guys??

Furthermore, the lecturer also attends the students by asking the following questions.

Figure 3. Introduction between Lecturer and Students

Well, karna ini pertemuan pertama kita dan harus online sesuai aturan fakultas, so kita harus kenalan dulu dong yaa.
Silakan jawab pertanyaan di bawah ini

How do you do? may I know your name? *

Teks jawaban singkat

Where are you from? *

Teks jawaban singkat

What do you know about statistics? (berdasarkan pengetahuan kalian saja yaa, ga usah googling) *

Teks jawaban panjang

The responses of students as follows:

Figure 4. Responses of Students

The screenshot displays two separate question-and-answer threads from a learning management system. Each thread has a header with 'Pertanyaan' (Question), 'Jawaban' (Answer) with a '23' indicator, and 'Setelan' (Settings).
The left thread's question is 'How do you do? may I know your name?'. It contains 23 answers, including: 'How do you do, my name ia Elisa Anggita Putri', 'I am fine, Nurkholifah', 'How do you do. My Name is Denny Nurfatwa', 'I'm good, my name surdi.', 'how do you do, Yes my name Widha Adriana', 'How do you do,, my name is enasaroh', 'How do you do, yes you may. My name is Yustika Allawiah.', 'I'm very well, and my name is Prinaldi Aditya', and 'I'm fine,how do you do too? My name is Nuriah'.
The right thread's question is 'Where are you from?'. It contains 23 answers, including: 'Sodong pintu', 'Ko.simdang Rahayu desa.idaman kec.patia', 'I am come from in Babakan Village', 'I'm from cibaliung', 'I am from Patia', 'I am from menes', 'I am from Saketi.', 'I'm from Cisata, I live in Cisereh Village.', and 'I'm from pasir picung,cibarani,cisata pandeglang Banten'.

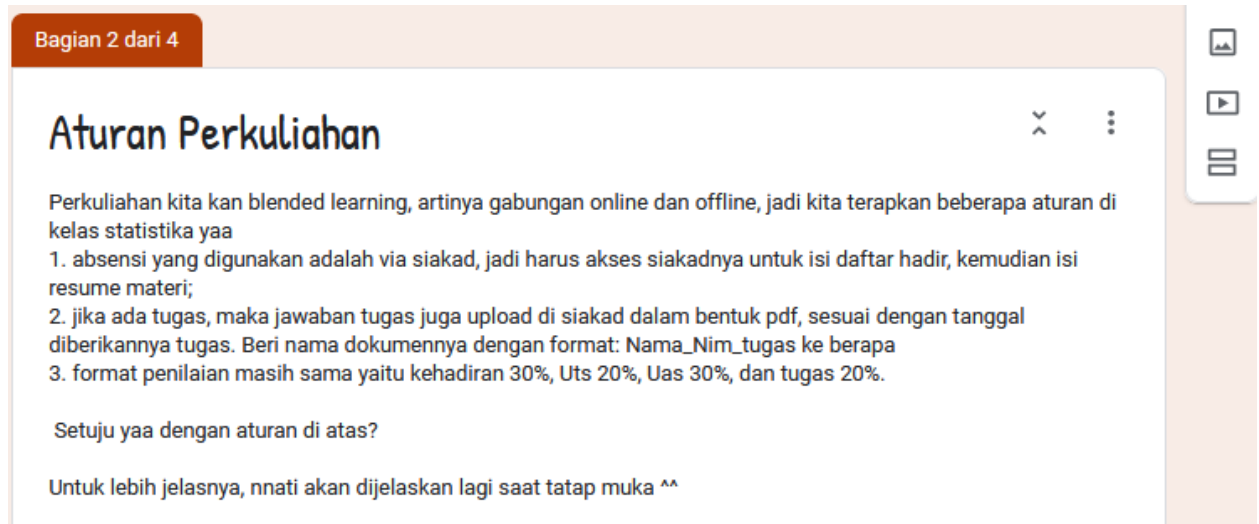
Figure 5. Responses of Students

The screenshot shows a single question-and-answer thread. The question is 'What do you know about statistics? (berdasarkan pengetahuan kalian saja yaa, ga usah googling)'. It has 23 answers. The visible answers are: 'Statistics is the study and manipulation of data, including ways to gather, review, analyze, and draw conclusions from data.', 'how to organize, analyze, then interpret,', 'statistics is a report on learning outcomes to analyze something in the form of theory and reality.', 'Ilmu yang bersangkutan dengan suatu data', 'what I know about statistics is a formula or a way to calculate samples', 'Statistics Will be full of number', 'Statistics is like math, but its more like comparison.', and 'I think statistics is like a formulation of data, that used to find out analysis of data like mean, median, modus from source of the data in a Field.'

Lecturer can also explain the rules of the lecturing before starting learning, it is done so that students know the rules used, so that lecturing runs smoothly.

The rules that apply to the statistics course are as follows:

Figure 6: The rules of lecturing



After explaining the lecture rules, the lesson began by giving some general questions related to statistics. By using this Google Form, all students are forced to answer all questions because it is set to be "mandatory" to be answered by all students, if they do not answer, they will not be able to continue completing the learning that has been prepared in the Google Form. Some of the preliminary questions and responses given by students are as follows:

Figure 7: Preliminary Question

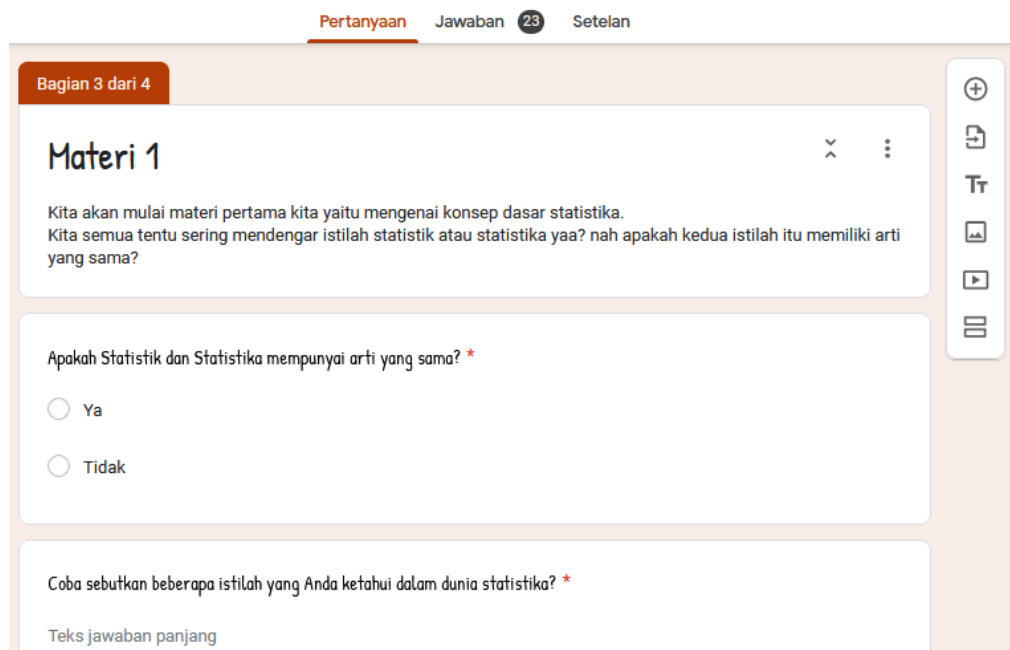
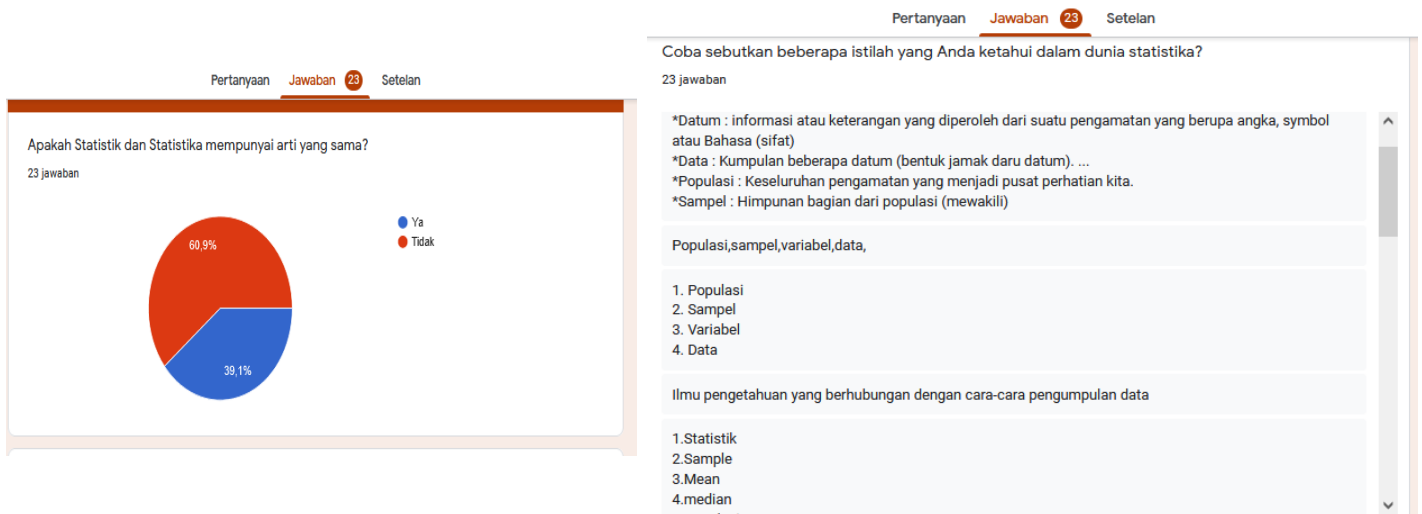


Figure 8: Response of question



By using Google Form, response of students will be directly recorded and all students will answer. It is different when lecturing conducted in the classroom, there are only several students who will answer or respond to questions. After giving several questions, then, the lecturer delivered material via Google Forms, as follows:

Figure 9: the example of material which explained

The figure shows a screenshot of a Google Form titled "Konsep-konsep dasar statistika". The text explains the need for understanding basic statistical concepts and lists four key concepts: 1. Populasi (Population), 2. Sampel (Sample), 3. Variabel (Variable), and 4. Data. Each concept is followed by a detailed explanation of its meaning and application in research.

When teaching and learning process conducted face to face, generally after lecturer explained materials, then he will give questions or feedback to students in order to know how far students can understand the material explained. Through Google Forms, those activities also can be done even more comprehensive, because all students included in learning process.

Figure 10: The example of questions after explaining the material

Pertanyaan Jawaban 23 Setelan

Dari penjelasan materi di atas, apakah sudah bisa dipahami beberapa konsep dasar statistika? *

ya

belum

Kalau saya menyebutkan nilai bahasa inggris jumlah 80, apakah itu termasuk data? *

ya

bukan

mengapa demikian? *

Teks jawaban panjang

Here are the examples of response:

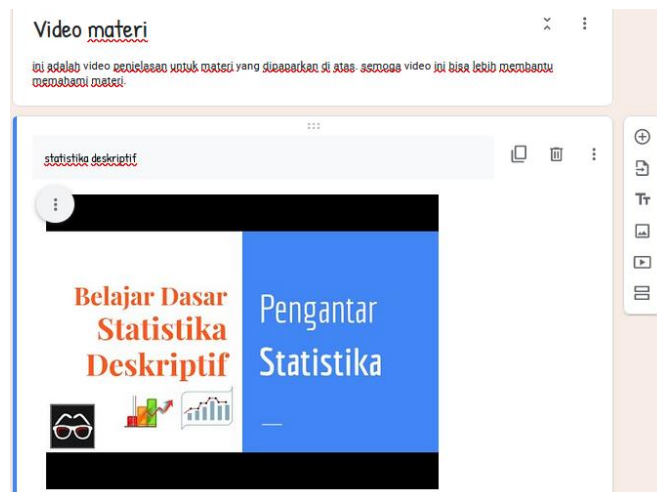
Figure 11: Responses of Students towards questions



Based on those responses, it can be seen that there are still many students who have difficulty to differ between Data and Datum. Things like this will be confirmed when lecturing conducted face to face in the classroom.

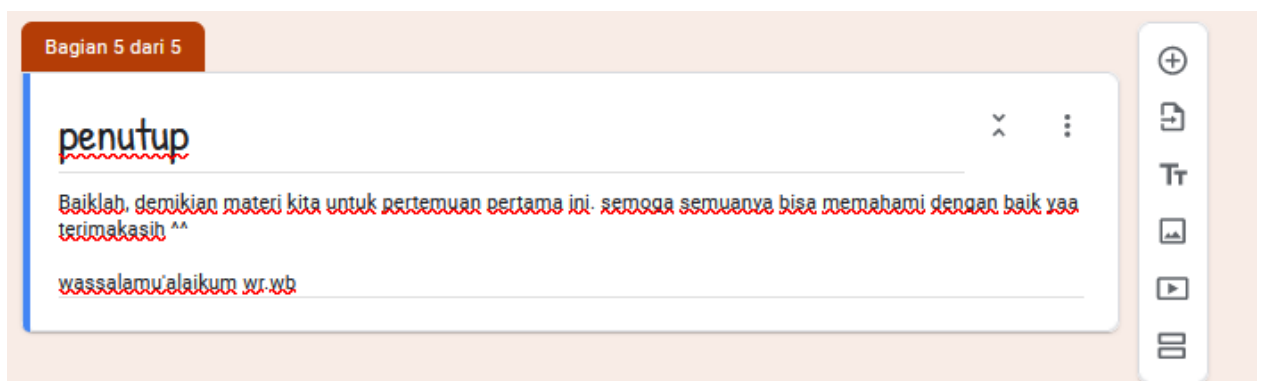
So that, the material explanation is easier to understand, at Google Form application also can be attached learning videos, so the materials get more interesting.

Figure 12. Video of material



After all materials of lecturing given to students, then lecturer closes the lecturing and continued by discussing via Whatsapp Group. Whatsapp group itself has function for discussing and giving task for students to study at their home.

Figure 13. Closing



CONCLUSION

1. *Google Form* can be used as one of alternative learning media in pandemic era or new normal.
2. Learning through *Google Form* is very cheap and effective, because it does not need more quota and can be accessed easily wherever by all students.

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