

UTILIZATION OF GOOGLE FORM APPLICATION IN THE EVALUATION OF AL-QUR'AN HADITH LEARNING AT MTS SHOLIHIN TANJUNG MORAWA

Nanang Pradipta^{1*}, Muhammad Khairi Amri², Herbay Syahril³, Asmardi⁴, Raisya Afifah Zahra⁵, Luthfiah Khairani Nasution⁶, Indra Yani Rahayu⁷

^{1,2,3,4,5,6,7} University of Muhammadiyah North Sumatra, Indonesia

nanangpradipta49@gmail.com¹, albantany1981@gmail.com², herbaysyahril@gmail.com³,
asmardi2604@gmail.com⁴, raafzhr1103@gmail.com⁵, luthfiahkhairani781@gmail.com⁶,
yaniindrasahayu48@gmail.com⁷

ABSTRACT

Abstrak: Penelitian ini mengkaji efektivitas pemanfaatan Google Form sebagai alat evaluasi dalam pelajaran Al-Qur'an Hadis di MTs Sholihin Tanjung Morawa. Dengan pendekatan campuran dan desain sekuensial eksplanatoris, data dikumpulkan melalui kuesioner yang dibagikan kepada 40 siswa dan wawancara dengan 2 guru. Hasilnya menunjukkan bahwa rata-rata nilai siswa mencapai 79,6, dengan 80% dari mereka berhasil mencapai ketuntasan belajar. Mayoritas siswa merasa bahwa Google Form mudah digunakan dan membantu mereka dengan cepat menemukan kesalahan. Di sisi lain, para guru mengungkapkan bahwa penggunaan alat ini mendorong mereka untuk lebih memahami teknologi informasi, serta membuat proses evaluasi menjadi lebih efisien dan praktis. Selain itu, Google Form dianggap memberikan pengalaman belajar yang lebih interaktif dan sesuai dengan perkembangan zaman digital. Temuan ini menunjukkan bahwa evaluasi berbasis digital tidak hanya mendukung pencapaian pembelajaran, tetapi juga berkontribusi pada peningkatan literasi digital dalam pendidikan agama. Oleh karena itu, disarankan agar sekolah menyediakan pelatihan bagi guru dan memperkuat infrastruktur teknologi untuk memaksimalkan evaluasi digital di masa mendatang.

Kata Kunci: *Evaluasi Pembelajaran; Google Form; Al-Qur'an Hadis; Mixed Method; Literasi Digital*

Abstract: *This research explores how effectively Google Forms can be used as an evaluation tool in the Al-Qur'an Hadith subject at MTs Sholihin Tanjung Morawa. A mixed-methods approach with a sequential explanatory design was applied. Quantitative data were obtained from 40 students via questionnaires, while qualitative insights were gathered through interviews with two teachers. Findings show that students had an average score of 79.6, and 80% met the learning mastery criteria. Most students described Google Forms as easy to navigate and helpful in identifying mistakes promptly. Teachers noted that the digital format encouraged them to engage more deeply with information technology, streamlining the evaluation process. Beyond practicality, Google Forms offered students a more engaging experience, suited to the needs of today's digital environment. The study concludes that digital evaluation tools can enhance learning outcomes and digital literacy, particularly within Islamic education. It recommends providing regular training for teachers and improving school infrastructure to support wider digital adoption.*

Keywords: *Evaluation, Google Forms, Qur'an Hadith, Mixed Methods, Digital Literacy.*



Article History:

Received : 18-04-2025

Accepted : 14-05-2025

Published : 31-05-2025



*This is an open access article under the
CC-BY-SA license*

A. INTRODUCTION

Learning evaluation is an important component in the educational process, assessing student competencies' achievement and teacher teaching effectiveness (Nasution, 2022). Through evaluation, teachers can find out the level of students' mastery of the Qur'an Hadith material, identify students' weaknesses, and provide feedback for improving the learning process (Nasution, 2022). In the context of Islamic Religious Education (PAI), the evaluation not only assesses the cognitive aspect but also the spiritual attitude and skills of students in practicing the values of the Qur'an and Hadith. A good evaluation will help ensure that learning goals are achieved and foster students' morals and religious understanding optimally (Arikunto, 2018). According to Arikunto, educational evaluation needs to be carried out systematically and continuously to get a comprehensive picture of student learning development (Nasution, 2022).

In the digital era and the Industrial Revolution 4.0, the integration of information and communication technology in education is a necessity. The Government of Indonesia through the Ministry of Education and Culture encourages teachers to optimize the use of digital technology in the learning process, especially since the COVID-19 pandemic forced the switch from teaching and learning activities to a remote model (Elfira et al., 2023). Conventional evaluation media such as paper is gradually being replaced by more flexible and efficient digital media, including Google Form as one of the widely used online evaluation instruments (Ridwan et al., 2024). Nadiem Makarim as the Minister of Education also issued Circular Letter No. 4 of 2020 concerning Learning From Home which explicitly recommends the use of online methods in learning assessments (Utami, 2021). With Google Forms, teachers can design multiple-choice questions, short descriptions, or assessment scales, and then get a recap of grades automatically and instantly (Fu'adin et al., 2023).

A number of previous studies have shown that the use of Google Forms as an evaluation tool has various benefits. For example, (Purwati & Nugroho, 2018) found that Google Form-based evaluations are easily accessible to students and reduce the burden on teachers in preparing and checking questions manually due to the question randomization and automatic assessment features (Pratama et al., 2024). Google Forms can automatically correct multiple-choice or short-fill answers and show scores to learners as soon as they finish their work. This provides immediate feedback that can help students figure out where their mistakes lie. Research (Utami, 2021) during the COVID-19 pandemic also reported that the use of Google Forms makes it easier for teachers to evaluate learning outcomes and supports the achievement of paperless in value administration (Ridwan et al., 2024).

In terms of efficiency, a number of teachers welcome the use of Google Forms. Elfira, Syamsurizal, & Lufri (2023) reported that the use of Google

Forms is very helpful in easing teachers' tasks in conducting assessments, because of its ease, speed, and practicality. In fact, the use of Google Forms can save time and costs significantly compared to conventional methods, so teachers can focus more on teaching. This is in line with the findings (Marlina, 2021) which show that the effectiveness of using Google Forms for distance learning evaluation reached 76.60%, which is included in the good category. In addition, Google Forms are considered user-friendly and do not require high ICT skills to be used by teachers. The use of Google Forms as a learning evaluation medium also provides an alternative for teachers to evaluate student learning outcomes more flexibly and efficiently.

From a student's perspective, the use of Google Forms as an evaluation medium also received positive responses. The study (Ferran et al., 2021) showed a positive reaction of students to evaluations using Google Forms during asynchronous learning during the pandemic. Research at North Bengkulu Junior High School found that the evaluation of PAI with Google Form had a good impact in terms of effectiveness, efficiency, and attractiveness, so that students were more enthusiastic and not bored during exams (Pane et al., 2022). Students like the presence of interesting images or media in digital questions that are not present in ordinary written tests. In addition, interaction with technology makes them more motivated. Parinata & Puspaningtyas (2021) revealed that the use of Google Forms provides students with the opportunity to interact with technology thereby increasing their motivation to learn (Pane et al., 2022). Another study reported an increase in interest and learning outcomes in mathematics when evaluations were conducted through Google Forms compared to traditional methods (Pane et al., 2022). On the other hand, some weaknesses were also reported: the potential for cheating was higher because students were working without direct supervision, and some students admitted to being tempted to "play around" when filling out forms (Meirawati et al., 2021). Technical constraints such as internet network disruptions or device limitations also need to be considered (Fu'adin et al., 2023; Latifa et al., 2024) in (Meirawati et al., 2021). Fu'adin et al. (2023) in their study at Al-Falah High School Bandung found that although Google Form provides convenience (flexibility, simple features, fast results, paperless), there are shortcomings in the form of adequate device needs and a stable internet network, as well as limited features for some teachers (Meirawati et al., 2021).

B. METHOD

This study uses a mixed method approach with explanatory sequential design (Sugiyono, 2015). In the first stage, quantitative research is carried out to collect numerical data from students, then followed by qualitative research to deepen and explain quantitative findings (Creswell & Plano Clark, 2018). This combination approach was chosen to make the research results more comprehensive – quantitative data provides an overview, while

qualitative data provides an in-depth understanding of the observed phenomenon (Sugiyono, 2015).

The research subjects at the quantitative stage were all grade VIII students at MTs Sholihin Tanjung Morawa which totaled 40 people. This sample was taken in total sampling because the number of students was relatively small and homogeneous (all students had received the subject of Al-Qur'an Hadith with the same teacher). Respondent characteristics included a balanced proportion of gender (55% male, 45% female) with an age range of 13-14 years. At the qualitative stage, the informants consisted of 2 teachers who taught the subject of the Qur'an Hadith at the madrasah. The two teachers were selected purposively: one senior teacher with >10 years of experience, and one young teacher who was more technologically literate. This election is intended to gain diverse perspectives.

Quantitative data collection instruments and procedures: The main instruments are learning outcome tests and questionnaires based on Google Form. The learning outcome test was prepared by the Qur'an Hadith teacher in the form of an online quiz consisting of 25 multiple-choice questions which included short letter memorization material, understanding of hadith, and knowledge of the prophet's story that had been taught in the last chapter. The questions have been validated in content by fellow teachers. An automatic score is generated by Google Form for each student (scale 0-100). In addition, a closed questionnaire was distributed to students through Google Form after they completed the quiz. This questionnaire contains statements about students' experiences and opinions about the evaluation with Google Form, using a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). Some examples of statements: "Google Form-based evaluation questions are easy to access and work on", "I am more excited to take the exam with Google Form than on paper", "The results that come out immediately help me understand my own abilities", and "Internet signal problems bother me during the online exam". The reliability of the questionnaire was tested with the Alpha Cronbach test, resulting in a value of $\alpha = 0.82$ which indicates high reliability (Siregar, 2013). Quantitative data (test scores and questionnaire responses) is automatically recorded in Google spreadsheets and then exported for analysis.

Quantitative data Analysis

Test score data is analyzed descriptively by calculating the mean score, maximum-minimum score, and score frequency distribution. Average ($\bar{X}$) is calculated using the basic statistical formula: $\bar{X} = \frac{\sum_{i=1}^N X_i}{N}$, with $N = 40$ is the number of students. The percentage of learning completeness is also calculated, namely the percentage of students who achieve the ≥ 75 according to the KKM (Minimum Completeness Criteria) subject. The Likert questionnaire data, which is ordinal, is processed by calculating the percentage of responses for each answer choice in each statement. For

presentation, the categories "agree" and "strongly agree" are sometimes combined as indicators of positive approval, as well as "disagree" and "strongly disagree" are combined for negative indicators, as needed by the analysis. In addition, an average score is created per item to give an idea of general trends.

Qualitative Data Collection Instruments and Procedures

In the second stage, semi-structured interviews were conducted with the 2 PAI (Al-Qur'an Hadith) teachers. The interview was guided by a number of open-ended questions that were prepared based on the results of the quantitative stage. For example, if many students claim to be enthusiastic about Google Forms, teachers are asked their opinions about the influence of this technology on student motivation. Some of the main questions include: *"How is your experience in using Google Form for the evaluation of Qur'an Hadith learning?"*, *"What are the advantages and disadvantages of Google Form as an evaluation medium in your opinion?"*, and *"How does using Google Form affect your workload and student understanding?"*. Every interview takes place 30 minutes, audio recorded with the consent of the informant. In addition to interviews, non-formal observations were made during the implementation of the online test in the madrasah computer laboratory to see the direct situation (for example, how students accessed the questions, whether there were technical difficulties). Field notes from observations complement the qualitative data.

Qualitative Data Analysis

Recorded interviews are transcribed verbatim. Then thematic *coding* was carried out with the help of content analysis techniques. First, the researcher conducted *open coding* to identify the important things that the teacher revealed. From the open coding, several themes emerged, including: *"time efficiency and ease of assessment"*, *"students' responses in the classroom to online evaluations"*, *"technical constraints (internet, devices)"*, and *"influence on teacher and student skills"*. Next, *axial coding* is carried out by grouping relevant quotes under these themes. To maintain the validity of qualitative data, *member checks* are carried out by confirming the summary of the interview results to each teacher so that there are no misunderstandings. Qualitative data are then presented in the form of narrative descriptions and associated with quantitative findings at the discussion stage.

Ethically, this research has obtained permission from the principal of MTs Sholihin and the consent of the informant. The identity of the respondents was disguised. The researcher ensures the confidentiality of the data and the use of the results is only for scientific purposes. With the above method, it is hoped that the research results will have validity (validity) and reliability that are maintained, and be able to answer research questions completely.

C. RESULTS AND DISCUSSION

Quantitative Results

1. Results of the Qur'an Hadith Learning Test (Cognitive Evaluation)

A total of 40 grade VIII students have taken the multiple-choice test through Google Form. Test scores are automatically processed by Google Forms. The average score obtained by students is 79.6, with the highest score being 95 and the lowest score being 55. A total of 32 students (80%) achieved a score of ≥ 75 (completed KKM), while 8 students (20%) have not completed. The distribution of student grades can be seen in Figure 1. It was seen that the majority of students (30 people, 75%) obtained scores in the range of 70–100, which indicates a fairly good understanding of the material being tested.

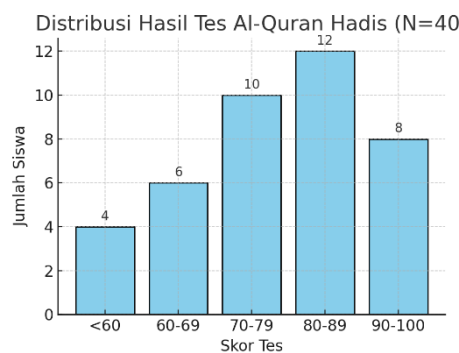


Figure 1. Distribution of Al-Qur'an Hadith Test Results based on Google Form (N=40).

In Figure 1, the highest column is in the score range of 80–89 with 12 students, followed by the range of 70–79 (10 students) and 90–100 (8 students). Only 4 students scored below 60. This shows a relatively good class performance. The average score of 79.6 is close to the KKM (75) and the completion percentage of 80% is relatively high. When compared to the previous evaluation (the conventional exam last semester) in the same class, there was a slight increase in the average (previously 76.4 with 70% completeness). While this increase isn't too big, it does indicate that the use of Google Forms doesn't decrease learning outcomes, and there tends to be a slight improvement. Teachers suspect that one of the factors that helps is the immediate feedback – once students collect forms, they can immediately see the scores and answers discussed. This encourages students to learn from mistakes right away. These findings are consistent with reports (Heckman & Gehringer, 2013) that 74% of students feel that Google Form as a *classroom response system* increases engagement and helps them learn the material (Chirobocea-Tudor, 2022).

2. Student Response Questionnaire Results

The questionnaire response shows the generally positive attitude of students towards evaluation using Google Form. Table 1 presents a

recapitulation of students' answers (N=40) to five key statements that reflect their experiences. The score in the table is the number of students who chose each response category.

Table 1. Recapitulation of Student Responses to Evaluation with Google Form

No.	Statement	SS (4)	S (3)	R (2)	TS (1)	STS (0)
1	Google Form is easy to use for online exams	32	8	0	0	0
2	I prefer tests with Google Form to paper tests	20	12	6	2	0
3	Automatic grades and corrections in Google Forms help me quickly understand errors	16	16	6	2	0
4	Using Google Forms makes me more motivated to learn	12	20	6	2	0
5	Internet connection is an obstacle during the Google Form exam	4	8	8	12	8

Remarks: SS = strongly agree, s = agree, r = hesitant/neutral, TS = disagree, STS = strongly disagree.

From Table 1, it can be seen that 100% of students agree (8) and strongly agree (32) that Google Forms are easy to use (Statement 1). This confirms the reliability of Google Form as a user-friendly platform that does not confuse students (Latifa et al., 2024). The majority of students (80%) also preferred the Google Form exam to the paper exam (Statement 2), although there were 6 students (15%) who were neutral and 2 students (5%) who still preferred the conventional way. The reason for this preference is likely to be practical: students don't need to write on paper, just click on the answer, and the results come out immediately. This is in line with the results of the research (Conny, 2021) where students felt the ease of access and accuracy of the presentation of Google Forms in online learning.

A total of 32 students (80%) agreed that the scoring and auto-correction feature in Google Forms helps them quickly understand errors (Statement 3). This *immediate feedback* feature is indeed one of the advantages of Google Form as an evaluation tool (Latifa et al., 2024). Students can find out which answers are right and wrong as soon as they are finished, making the learning process more reflective. These findings are supported by (Haddad & Kalaani, 2014) who call Google Forms enabling real-time formative feedback for learning (Chirobocea-Tudor, 2022).

Regarding motivation, 32 students (80%) felt more motivated to learn when evaluating using Google Forms (Statement 4). Students revealed that online exams felt more engaging and challenging – some said the timer and live score display kept them excited to prepare. As Parinata & Puspaningtyas (2021) note, technology integration can increase motivation because students enjoy interaction with digital platforms (Pane et al., 2022). Only 2 students who disagreed felt more motivated, perhaps because of different learning preferences or were nervous about the digital format.

Statement 5 about internet constraints gets a more diverse answer. A total of 12 students (30%) admitted that internet connection was an obstacle (4 strongly agreed, 8 agreed), 8 students (20%) were hesitant, while 20 students (50%) stated that they did not experience significant problems. This is understandable because the exam is carried out simultaneously at school using school Wi-Fi; Some students may experience *lag* or different speeds, but half don't face any problems. Even so, the problem of internet infrastructure must still be considered. The study of Fu'adin et al. (2023) also underscores the need for adequate devices and internet as a condition for successful digital evaluation (Meirawati et al., 2021).

Overall, the questionnaire data showed a positive response from students to the use of Google Forms. They felt ease (100% positive responses), higher interest (80%), and educational benefits in the form of instant feedback (80%). These findings are consistent with research (Jazil et al., 2019) in which students have a positive attitude towards Google Forms as an evaluation tool, especially because they are considered practical and helpful (Chirobocea-Tudor, 2022). Thus, from the end-user side (students), Google Forms has succeeded in improving the evaluation experience to be more fun and informative than traditional paper-based evaluations.

Qualitative Results

At the qualitative stage, interviews with Teacher A (senior teacher, 12 years of experience) and Teacher B (junior teacher, 3 years of experience) provide insights that enrich the quantitative data above. The following is a summary of qualitative findings based on the themes that emerged:

a. Effectiveness and Efficiency of Evaluation Implementation

Both teachers agreed that the use of Google Forms is very helpful in terms of time and effort efficiency. *"In the past, if I had to prepare questions, I had to prepare questions, duplicate as many papers as students, and then correct them one by one. Now it's much more practical,"* said Guru A. This statement illustrates time and cost savings (without the need to print questions) (Pratama et al., 2024). Google Forms allow teachers to create one-time question items and share links with students, as well as automatically recap grades (Pratama et al., 2024). Teacher B added that the assessment was quick: *"As soon as the child finished, I could immediately see the grades on the spreadsheet. It used to take a day or two to correct everything, now it's a matter of minutes."* This teacher's admission is in line with empirical findings that Google Forms can cut assessment time by up to 50% (Nursani et al., 2024). In terms of effectiveness, Teacher A felt that *"the grades that came out directly made the children know their positions, I could immediately evaluate which material was still wrong."* This supports *assessment as learning*, where the results of the evaluation are immediately used for further learning (Chirobocea-Tudor, 2022).

However, teachers also noted the need for planning so that the online exam runs smoothly. Teacher B admitted that the first time he tried, he forgot

to set a shuffle on the Google Form so that students sat next to each other cheating on each other's answers: *"It turns out that questions and answer options have to be randomized, so that children can't cooperate."* After that, the teacher always activates the *shuffle question order* feature and assigns different question banks to several groups of students. This action effectively reduces cheating. Teacher A said: *"Maybe there is still a risk of children browsing answers, but because we limit our time, they just focus on answering."* The two teachers agreed that the duration of the work should be limited relatively strictly to prevent students from looking for answers outside. They use a 30-second timer per question set via the Google Form quiz settings. These technical matters show that the use of Google Forms requires its own *classroom management* so that the evaluation goals are achieved. In comparison, a study in Thailand by (Chaiyo & Nokham, 2017) found that while Google Form is effective, other platforms such as Kahoot/Quizizz are sometimes preferred by students due to gamification elements (Chirobocea-Tudor, 2022). However, Google Forms excels in the ease of creating questions and recap data. In this study, the teacher also felt this – creating questions in Google Form was easy and did not require any special training (Teacher B: *"I learned by myself from YouTube, I can do it right away"*).

b. Student Responses and Engagement

From the teacher's point of view, students seem more enthusiastic when evaluating using Google Forms. Teacher B observed that *"Usually the test is tense, but they are curious because they use a computer. Some even say it's fun to play games."* This observation is consistent with the questionnaire data where 80% of students feel more motivated. Teacher A said that some students who are usually passive are more active in asking technical questions before the exam, such as how to log in, making sure answers are saved, etc., which indicates their interest in this new format. No students were absent on the day of the Google Form-based exam, even though in the previous conventional daily test there were always 2-3 students who were allowed to be sick. *"I see that children don't want to miss out, maybe because they are curious about the online exam model,"* said Teacher A. This is interesting, because it shows that technology-based evaluations can increase attendance and participation. These results reinforce the opinion that digital platforms can increase *student engagement* (Chirobocea-Tudor, 2022). On the other hand, Teacher A noted the students' reaction after receiving the direct score: *"Some immediately cheered for joy because the score was good, but there were also those who were moody right then and there because the score was bad."* This psychological impact needs to be managed by teachers. Teacher A usually immediately calms and motivates students whose grades are not good, reminding them that the grade is not the end of everything but feedback for learning. In the context of PAI, a humanist approach is still prioritized even though the media is digital.

b. Limitations and Challenges

Both teachers cited infrastructure limitations as the main challenges. MTs Sholihin is located in a semi-urban area with limited computer laboratory facilities. There are only 20 PCs available, so the exam must be divided into 2 sessions (20 students each). Some students bring their own smartphones to take exams in class, but this also depends on their internet data plan. *"Once the school wifi had a problem, finally the exam was postponed because if you use each quota, not everyone is able to do it,"* recalled Teacher B. The case showed dependence on a stable internet network. In Martabe's research (Sari et al., 2022), training on the use of Google Forms for teachers also emphasized the importance of infrastructure readiness including networks (Hikmawati et al., 2022). In addition, Teacher B complained about the less attractive appearance of Google Forms: *"If I may suggest, Google Form displays questions are not interactive, for example there is no real-time scoreboard feature like Kahoot."* Although it can be circumvented by inserting images or videos into the question, Google Form is indeed *plainer*. These complaints are in line with the report of Fu'adin et al. (2023) that some Google Form features are not considered to be in line with the needs of modern teachers (Meirawati et al., 2021). Teacher A added, for memorization lessons or Qur'an recitation, Google Form cannot assess the aspect of reciting verses with tajweed. *"If the evaluation is practical, for example, students are told to read a short QS, yes, they still have to be face-to-face or send separate recordings. Google Form is limited to multiple choices/content,"* he explained. This means that Google Forms are mainly effective for the evaluation of cognitive aspects (knowledge) and perhaps a little affective (through attitude surveys), but for the psychomotor aspects or Qur'an reading skills, teachers need other methods. This confirms that technology is not the single solution for all types of assessments – teachers must wisely blend various techniques (Latifa et al., 2024) in (Ridwan et al., 2024).

c. Influence on Teachers (Professionalism and Digital Skills)

Interestingly, Teachers A and B both felt that through this experience, their ICT skills improved. *"Now I can make online questions, understand Google Drive, process grades in basic Excel,"* said Teacher A, who previously stuttered with technology. Teacher B even became a reference for other fellow teachers to learn Google Forms. This shows a positive *effect of capacity building*. According to Teacher A, the use of Google Forms forced him out of the comfort zone of conventional methods and learned new things, which ended up being useful for other things as well (for example, creating student data collection forms). This is relevant to the Law on Teachers and Lecturers No. 14 of 2005 which mandates teachers to improve professionalism, including mastering educational technology (Pane et al., 2022). In the long run, the application of technology such as Google Form can be part of the professional development of PAI teachers. In addition, Teacher B noted that

students are also indirectly trained in digital literacy aspects: *"They become accustomed to opening emails, filling out online forms, those are important skills in this day and age."* This statement highlights a hidden educational impact: with online evaluations, students learn ethics and the skills of using digital devices for learning purposes, not just entertainment. Ridwan et al. (2024) also emphasized that the effective use of technology in evaluation can help students develop *essential digital skills* in the modern era. This is one of the dimensions of novelty produced by this research – that the integration of technology in madrassas has a double benefit (two sides of the coin): improving the quality of evaluation while improving digital competence for PAI teachers and students.

Discussion

The results of this study generally confirm that the use of the Google Form application in the evaluation of learning the Qur'an Hadith in MTs has a positive impact, both in terms of process and learning outcomes. Quantitative findings show that *Google Form is effective and well-received*: the average score of students is above the KKM and most students give a positive response. Qualitative findings support and explain this: teachers see an increase in student efficiency and motivation.

Compared to previous research, these results are consistent while offering new perspectives. Consistency can be seen, for example, in terms of efficiency and convenience, in line with various studies that conclude that Google Forms speed up the evaluation process (Conny, 2021; Lim et al., 2023) and easy to use by teachers and students (Lim et al., 2023). A study (Santoso, 2019) on ICT evaluation also found an increase in learning outcomes with Google Form media, similar to a slight increase in the average score we found. In addition, the findings that students are enthusiastic and motivated support the report of Arifudin et al. (2021) which stated that students are more excited and not bored during exams with Google Forms due to the attractive display and efficient time (Pane et al., 2022). In theory, this can be explained by the concepts of *novelty* and interactivity: new interactive platforms increase students' attention (Kato et al., 2016) in (Chirobocea-Tudor, 2022).

The study also found that Google Forms contribute to the development of digital literacy. This is an aspect that has rarely been highlighted in previous PAI research. Ridwan et al. (2024) in their literature review did mention that with technology, teachers can help students hone their digital skills. However, empirical findings from teacher interviews in this study provide evidence that it is real in the classroom. Madrasah students who are in a traditional religious environment can learn 21st century competencies (digital skills) through evaluation activities. This strengthens the argument that the integration of ICT in religious education is not only a matter of adapting methods, but also part of preparing a technologically literate generation of Muslims. So that Islamic education in the era of disruption

needs to adopt new ways to remain relevant to the times, without reducing the essence of the material. Our results show that this is achievable: the values of the Qur'an Hadith are still conveyed, while students and teachers develop digital capacity.

Nevertheless, there are some important notes as material for further discussion. First, regarding cheating in online evaluations. Students working on the exam on their respective devices have the potential to open the material or discuss secretly. Although in this study the teacher has anticipated with randomization of questions and time restrictions, the potential for cheating remains. This is in line with Rachman's note in the study of SMPN 23 North Bengkulu, that one of the weaknesses of Google Forms is that *students can play* around and the possibility of dishonesty is greater if not supervised (Meirawati et al., 2021). Therefore, it is important for teachers to continue to carry out strict supervision during Google Form-based exams, for example by sitting at a distance and still paying attention to students' movements on the screen. The use of a different question bank feature for each student or the provision of additional essay questions can be considered to minimize cheating. In a broader context, this issue of academic integrity needs to be socialized to students as part of character education.

Second, the limitations of Google Form for the evaluation of affective and psychomotor aspects. As stated by Teacher A, assessing the ability to chant holy verses or practice prayer cannot be done with multiple choices. Google Forms can be used to test knowledge (e.g. memorization translated or theory), but not for hands-on practice. The solution is that teachers can combine: cognitive evaluation using Google Form, while practical evaluation is done separately (e.g. through videos sent by students or direct oral exams). Thus, *blended assessments* can ensure that all learning domains are assessed. This is important because PAI emphasizes the balance of aspects of knowledge, attitudes, and skills. Hendri's (2022) research on the development of an integrative PAI instrument with Google Form in West Sumatra also emphasizes the need to link affective-psychomotor assessment through other techniques, while Google Form is focused on cognitive assessment (written tests) for efficiency (Meirawati et al., 2021).

Third, infrastructure and technical readiness factors. Not all schools/madrasas have adequate facilities. MTs Sholihin is lucky enough to have a computer lab and internet, although it is limited. In areas with difficult signals, the implementation of Google Forms certainly encounters obstacles. Training programs and assistance from the government are urgently needed so that the digital divide does not widen. *Workshop* initiatives on the use of Google Form for PAI teachers have been carried out (e.g., Batubara & Ariani, 2016; Mansyur et al., 2022) in (Maudiyawati et al., 2024), but infrastructure aspects are sometimes missed. With the *Independent Learning* Policy and digital transformation, it is hoped that each madrasah can get proper internet access. Research by Yusuf (2020) from

Kominfo underlines that entering the industrial era 4.0, Indonesia needs to make optimal use of digital technology, including in the education sector (Maudiyawati et al., 2024). The results of this study support this statement – as long as the infrastructure supports it, the benefits obtained are significant.

From the description above, it is clear that the use of Google Form as an evaluation tool in the Qur'an Hadith class has a multi-dimensional positive impact: improving evaluation efficiency, student learning experience, and digital competence. However, its implementation must be accompanied by good management to overcome weaknesses. The element of novelty in this study is the emphasis that the integration of technology in madrassas is not only about test results, but also the empowerment of teachers and students in digital literacy. This is a perspective that needs to be raised, considering that often educational technology innovations are judged only by academic scores and scores. In fact, there are other *value added* that can be obtained as found above.

D. CONCLUSIONS AND SUGGESTIONS

This research reveals that the use of Google Forms in the evaluation of learning the Qur'an Hadith not only has an impact from a technical point of view, but also touches on the humanistic aspect of the educational process. Teachers feel real benefits, as well as positive challenges to continue to improve their competence, especially in terms of mastery of technology. Meanwhile, students experience evaluations that are more relevant to their daily digital lives, so that the evaluation process no longer feels pressured, but rather an opportunity to recognize themselves and correct shortcomings.

From a practical point of view, Google Forms makes it easier for teachers to compile questions, manage evaluation results, and provide feedback quickly and systematically. The efficiency of time and energy generated is a significant added value. However, several obstacles need to be considered, such as limited internet access and differences in information and communication technology (ICT) skills among teachers.

Based on these findings, the authors recommend three important things: (1) the need for continuous training for Islamic Religious Education (PAI) teachers in integrating evaluation technology; (2) adequate infrastructure support, especially in terms of internet networks and technological devices in madrasas; and (3) strengthening the values of honesty and discipline in online exams, so that technology continues to function as a means that supports the goals of education as a whole.

ACKNOWLEDGMENT

The author would like to thank the Head of MTs Sholihin Tanjung Morawa and the teacher of the Qur'an Hadith subject for providing permission and support during the implementation of this research. Thank you also to all MTs Sholihin students and teachers who participated in the

research. Special award to the University of Muhammadiyah North Sumatra for providing support for research facilities and academic assistance. Hopefully the results of this research will be useful for the development of learning and evaluation in madrasas.

REFERENCES

- Arikunto, S. (2018). *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi ke-3)*. Bumi Aksara.
- Chaiyo, Y., & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classroom response system. *Proceedings of 2017 International Conference on Digital Arts, Media and Technology (ICDAMT)*, 178–182.
- Chirobocea-Tudor, O. (2022). the Use of Google Forms As Supplementary Learning Material for the Esp Class. *Studies in Linguistics, Culture and FLT*, 10(2), 33–47. <https://doi.org/10.46687/VHRP9644>
- Conny, C. (2021). Kemudahan Aplikasi Google Form Selama Proses Pembelajaran Siswa Masa Pandemi Covid-19. *Inteligensi: Jurnal Ilmu Pendidikan*, 10(2), 122–130.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE Publications.
- Elfira, I., Syamsurizal, S., & Lufri, L. (2023). Systematic literature review: Efektivitas penggunaan Google Form untuk evaluasi pembelajaran. *MATHEMA: Jurnal Pendidikan Matematika*, 5(2), 93. <https://doi.org/10.33365/jm.v5i2.2811>
- Ferran, F. M., Aguja, S. E., & Prudente, M. S. (2021). Google Forms-based lesson playlist: Examining students' attitude towards its use and its effect on academic performance. *Proceedings of the 12th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2021)*, 131–139.
- Fu'adin, Bila, S., Saidah, Z. P., & Hidayat, Z. R. (2023). Potret Penggunaan Google Form Sebagai Media Evaluasi Pembelajaran SMA Al-Falah Bandung. *Jurnal Pendidikan Sains Dan Teknologi*, 2(1), 274–287.
- Haddad, R. J., & Kalaani, Y. (2014). Google Forms: A real-time formative feedback process for adaptive learning. *121st ASEE Annual Conference & Exposition, American Society for Engineering Education*, 24.649.1-24.649.14. <https://doi.org/10.18260/1-2--20540>
- Heckman, J., & Gehringer, E. (2013). The Use of Google Forms as Supplementary Learning Material for the ESP Class. *Studies in Linguistics, Culture and FLT*, 10(2), 33–47.
- Hikmawati, H., Rokhmat, J., Dewi, A. C., Firdaus, F., Farrizqi, M. N., Nisaa, M., & Hadi, Y. S. (2022). Using Google Form as an Evaluation Tool for Physics Learning in Phase F. *AMPLITUDO: Journal of Science and Technology Inovation*, 1(2), 63–68. <https://doi.org/10.56566/amplitudo.v1i2.15>
- Jazil, S., Manggiasih, L. A., Firdaus, K., Chayani, P. M., & Rahmatika, N. (2019). Students' attitudes towards the use of Google Forms as an Online Grammar Assessment Tool. *Advances in Social Science, Education and Humanities Research*, 434, 166–169.
- Kato, T., Kambayashi, Y., & Kodama, Y. (2016). Practice for self-regulatory learning using Google Forms: Report and perspectives. *Information Engineering Express International Institute of Applied Informatics*, 2(4), 11–20. <https://doi.org/10.52731/iee.v2.i4.135>
- Latifa, M., Pratama, A. R., Hasan, R. H., Kamal, M., & Zakir, S. (2024). Evaluation of Interactive Learning Through the Quizizz Application at MTsN 2 Payakumbuh City. *J-PAI: Jurnal Pendidikan Agama Islam*, 10(2), 123–134.

- Lim, G. F. C., Abdul Jalil, N., Awang Hidup, D. S., Omar, M., Kamaruzaman, F. M., & Abd Majid, M. Z. (2023). The Use of Google Forms in Teaching and Learning based on Teachers' Perspective. *International Journal of Academic Research in Business and Social Sciences*, 13(12), 3346–3361. <https://doi.org/10.6007/ijarbss/v13-i12/20221>
- Marlina, B. (2021). Efektivitas Penggunaan Google Form Untuk Penilaian Pembelajaran Jarak Jauh. *Seminar Nasional PGRI Provinsi Sumatera Selatan Dan Universitas PGRI Palembang, November*, 140–143.
- Maudiyawati, Elfina, Nyolle, Saputra, A., & Akram. (2024). *Pemanfaatan Media Google Form Sebagai Alat Pengembangan Media Pembelajaran*. 6, 546–553.
- Meirawati, E., Azis, A., & Rohmadi, M. (2021). Pemanfaatan Google Form sebagai alat evaluasi pembelajaran mata pelajaran Pendidikan Agama Islam di SMKN 2 Palangka Raya. *Muallimun: Jurnal Kajian Pendidikan Dan Keguruan*, 1(1), 15–26. <https://doi.org/10.23971/muallimun.v1i1.3201>
- Nasution, Z. (2022). Evaluasi Pembelajaran Al-quran Hadis di madrasah. *Jurnal Pendidikan Dan Keislaman*, 1(1), 129–143.
- Nursani, Zaiturrahmi, & Diana, N. (2024). Students' Perspective Toward the Implementation of Google Form As a Digital Learning Assessment Tool. *English Education and Applied Linguistics Journal (EEAL Journal)*, 7(2), 85–93. <https://doi.org/10.31980/eeal.v7i2.1624>
- Pane, M., Edawarni, C., & Asiyah, A. (2022). Pemanfaatan Aplikasi Google Form Sebagai Alat Evaluasi Pembelajaran Pendidikan Agama Islam Siswa. *Journal of Education and Instruction (JOEAI)*, 5, 93–97. <https://doi.org/10.31539/joeai.v5i1.3241>
- Pratama, A. R., Irsyad, W., Hassan, R. H., & Rawati, M. (2024). Pemanfaatan Google Form sebagai Alat Evaluasi pada Pembelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Tunas Bangsa*, 2(1), 15–25.
- Purwati, D., & Nugroho, A. N. P. (2018). Pengembangan media evaluasi pembelajaran sejarah berbasis google formulir di SMA N 1 Prambanan. *ISTORIA Jurnal Pendidikan Dan Ilmu Sejarah*, 14(1). <https://doi.org/10.21831/istoria.v14i1.19398>
- Ridwan, M., Azizah, N., Arrauf, A., & Arifmiboy, A. (2024). Pemanfaatan Google Form sebagai Alat Evaluasi Pembelajaran Praktis PAI. *An-Nahdiah: Jurnal Pendidikan Islam*, 4(2), 528–536. <https://doi.org/10.5281/zenodo.10614940>
- Santoso, P. B. (2019). Efektivitas Penggunaan Media Penilaian Google Form terhadap Hasil Belajar Pelajaran TIK. *Prosiding Kebijakan Dan Pengembangan Pendidikan Di Era Revolusi Industri 4.0*, 287–292.
- Sari, S. P., Siregar, E. F. S., & Lubis, B. S. (2022). Pemanfaatan Google Form Sebagai Instrumen Evaluasi Belajar. *Martabe: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 177–183.
- Silalahi, U. (2015). Metode Penelitian Sosial Kuantitatif. *Journal of Visual Languages & Computing*, 11(3), 287–301.
- Siregar, S. (2013). *Statistika Parametrik untuk Penelitian Kuantitatif*. Bumi Aksara.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta.
- Utami, L. W. S. (2021). Penggunaan Google Form dalam Evaluasi Hasil Belajar Peserta Didik di Masa Pandemi Covid-19. *Teaching: Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, 1(3), 363–370.