



## The Effectiveness of Using Google Form Application as an Evaluation Tool for Islamic Education Learning at SDN 019 Mambu, Luyo District, Polewali Mandar Regency

Nasrah<sup>1\*</sup>, Hamdanah<sup>2</sup>, Kaharuddin<sup>3</sup>, Firman<sup>4</sup>, Usman<sup>5</sup>

<sup>1</sup>Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | Email: [nasrah17021998@gmail.com](mailto:nasrah17021998@gmail.com)

<sup>2</sup>Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | Email: [hjhamdanah@iainpare.ac.id](mailto:hjhamdanah@iainpare.ac.id)

<sup>3</sup>Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | Email: [kaharuddin@iainpare.ac.id](mailto:kaharuddin@iainpare.ac.id)

<sup>4</sup>Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | Email: [firman@iainpare.ac.id](mailto:firman@iainpare.ac.id)

<sup>5</sup>Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | Email: [usman@iainpare.ac.id](mailto:usman@iainpare.ac.id)

### Article Info

#### Article history:

Received 16 July, 2024

Revised 29 September, 2024

Accepted 12 October, 2024

#### Keywords:

Google Form Application;  
PAI Learning Evaluation

### ABSTRACT

This study explores the effectiveness of using the Google Form application as an evaluation tool for Islamic Education, Pendidikan Agama Islam (PAI), learning at SDN 019 Mambu, Luyo District, Polewali Mandar Regency. The research is motivated by instances where some students provided incorrect answers relative to the questions given during exams. The objectives are to (1) describe the process of using Google Form as an evaluation tool for PAI learning, (2) assess the implementation of PAI learning evaluation using Google Form, (3) identify factors that support and hinder the use of Google Form for PAI learning evaluation, and (4) propose strategies to address hindering factors in the use of Google Form for PAI learning evaluation.

This research adopts a field research approach with a descriptive qualitative method. Data collection techniques include observation, interviews, and documentation. Data analysis follows Miles Huberman's approach, involving data reduction, data presentation, and drawing conclusions.

The findings reveal that: (1) The utilization of Google Form as an evaluation tool for PAI learning at SDN 019 Mambu starts with preparing essential devices such as laptops and tablets, followed by formulating questions related to the learning materials. (2) Evaluation execution includes distributing question links, ensuring link functionality, and monitoring students' completion of the form. Pre-evaluation orientation and simulations are conducted to ensure students' familiarity with Google Form, showcasing its effectiveness in distributing questions, accessibility, and expeditious evaluation results. (3) Inhibiting factors encompass unstable internet connectivity, power interruptions, and delays among students in completing tasks. Meanwhile, supportive factors include the availability of Wi-Fi, iPads, and Chromebooks as school resources. (4) Mitigating measures to address these challenges involve providing internet data allowances to resolve connectivity issues and offering students opportunities to review and revise their responses. These efforts underscore the school's proactive approach in ensuring a seamless evaluation process for PAI learning.

### Corresponding Author:

Nasrah

Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare

Email: [nasrah17021998@gmail.com](mailto:nasrah17021998@gmail.com)

### INTRODUCTION

Media is a tool used to convey messages and information from the person who gives the message to the person who receives the message. Media functions as a connecting tool so that the message to be conveyed reaches the target person. Learning media are all objects or tools used to convey lesson material to students. Media is used to attract participants' attention so that students can listen to the material presented. In choosing a learning media to use, educators can use a learning media to suit the learning situation. The use of learning media has a very important role in learning activities, because the use of this media helps educators in conveying lesson material so that the material presented is more interesting. The choice of learning media made by educators must pay attention to the type and characteristics of each media so that it suits conditions and needs.

The role of learning media is very important in implementing the learning process. The use of this media makes it very easy for educators to carry out learning activities. Whether the learning process is successful or not is influenced by two things, namely the method used and the use of learning media. These two things cannot be separated because they are related to each other. The use of a chosen method in implementing the learning process must consider the type of media that will be used. Learning media has the function of increasing students' learning enthusiasm and motivation. The use of computer-based learning media is very influential in increasing students' interest in studying the material being taught. Apart from media being used in the learning process, media can also be used in learning evaluation.

Learning evaluation is a process for determining the services, value or benefits of learning activities through assessment or measurement activities. The purpose of learning evaluation is to determine the effectiveness of the learning process that has been implemented. This is done by everyone concerned, not only educators but also the students themselves. So that from the evaluation results, educators can find out to what extent students' abilities are in mastering lessons and find out where students have difficulties in the learning process so that they can be used as material for improving and developing learning programs.

Assessment media or evaluation tools are divided into two types, namely tests and non-tests. The type of test commonly used is a multiple choice objective test plus a non-objective essay test. Schools usually use test type evaluation tools that use PBT (Paper Based Test) assessment media in the form of paper which is carried out simultaneously in the classroom. Now technology is increasingly sophisticated and has an influence on education, for example in the use of evaluation tools in the form of CBT (Computer Based Test) because the use of tests in the form of CBT is considered more effective and efficient.

As science and technology develops, evaluation tools are also increasingly developing, not only CBT (Computer Based Test), now you can use or utilize an iPad or smartphone and internet network to carry out learning evaluations. Smartphones offer several applications that can be used to evaluate online learning. One thing that can be used as an online-based learning evaluation medium is Google Form, which is part of the Google Docs component provided by the technology giant Google as software that can be accessed for free and is quite easy to operate.

Google Form is a Google product that can be accessed via the web. This application can be used to create forms and collect answers automatically. This platform development can be used in various ways, such as creating questionnaires, creating questions and carrying out surveys.

Google Forms is an online form application provided by Google as part of the Google Drive service. As a learning evaluation medium, Google Form provides various features that can be used to collect evaluation data in an effective and efficient way. Some of the features that the Google Form application has as a learning evaluation medium, such as the quiz feature, features can make it easier to process grades by giving a score to each question. This feature can also be used as a supporting tool in carrying out learning. Google forms make it easy for teachers to create quizzes and share links with students which benefits teachers from being able to do so. Answers and assignments sent by students are saved directly to Google Drive, so teachers can easily review and assess student answers.

## **METHODOLOGY**

This research uses field research with a descriptive qualitative approach. The data collection techniques use observation, interviews and documentation techniques. Data analysis techniques based on Miles Huberman which include data reduction, data presentation and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Using the Google Form Application as an Evaluation Media in PAI Learning at SDN 019 Mambu, Luyo District, Polewali Mandar Regency**

In the world of education, learning can never be declared successful or not other than using evaluation or assessment. Moreover, nowadays assessment is not only cognitive but also affective and psychomotor. Evaluation is a process carried out to collect, analyze and present information for use in decision making and considerations in planning future activities. An activity, especially in learning, always prioritizes objectives as well as learning evaluation. One way to carry out PAI learning evaluations can be carried out through the help of Google forms.

SDN 019 Mambu is a school that applies Google Form as a media for evaluating PAI learning. The aim of using this media is to make it easier for students to work on questions, then students and teachers can easily access them. Students can also easily study material and do assignments anywhere. This is in accordance with the advantages of Google Forms, namely that this media can also make it easier for users to create quizzes and material that will be delivered to students, teachers can edit according to needs and teachers will have more freedom to determine the type of questions and material that will be delivered.

Based on the data results above, further analysis can be carried out regarding the use of Google Form as a media for evaluating PAI learning at SDN 019 Mambu, which consists of several aspects. These aspects are evaluated to understand the extent to which this application makes a positive contribution to the

educational process, especially in PAI learning, including:

First, the assessment is related to the ease of use of Google Forms by PAI teachers and students. The use of Google Form in evaluating PAI learning at SDN 019 Mambu, through an interview with Mr Suardi, emphasized that the ease of access and administration provided by Google Form is the main factor in its use. Most PAI teachers and students stated that Google Form was an easy tool to use. In addition, PAI teachers experienced increased efficiency in creating questions and analyzing evaluation results, while students saw that the process of filling out forms became simpler and more affordable. This positive perception of ease of use can be the main driver of active participation in the learning evaluation process. This is in line with a study conducted by Siti Hanifah which shows that in general the use of Google Forms as a learning evaluation medium can be used well and is quite easy. One of the reasons is because the appearance does not make students bored when carrying out evaluations.

Second, Google forms as a learning evaluation medium is a decision from the school not only in PAI subjects but also in other subjects. Using Google Form as a learning evaluation medium goes through several stages, namely the preparation stage. At this preparation stage, several things are needed, namely preparing operational equipment, such as a computer, tablet for learning evaluation, the instruments used are connected to the internet network, and having a Google email account. Next, the question creation stage. Before carrying out the evaluation, the teacher creates questions by compiling questions related to the learning material into a Google form. Then the teacher determines the type of questions such as multiple choice and essay. The design before filling in the desired questions includes the identity of the student's name, class, content (text/narration, images/visuals, video, etc.), selecting the desired template form. After the form is created, the next stage is to share the link with students. Teachers utilize the option via a link to share evaluation forms which allows easy and fast access for students.

#### **Implementation of PAI Learning Evaluation using the Google Form Application at SDN 019 Mambu, Luyo District, Polewali Mandar Regency.**

Implementation comes from the word implementation which means carrying out or carrying out an activity. Implementation is an action or implementation of a plan that has been prepared carefully and in detail. Implementation is usually carried out after the planning is considered ready, in simple terms implementation can be interpreted as implementation.

The implementation of PAI learning evaluation using Google Form at SDN 019 Mambu is running as it should according to the results of observations, interviews and documentation from the author. Starting from sharing the Google Form link, where students who are ready, both using the iPad and the internet network, can access the link that has been shared. The process of sharing links by writing on a whiteboard is very simple, minimizes effort, and does not face technical obstacles. During the evaluation, PAI teacher Mr. Suardi also actively involved students in socialization and simulations before the evaluation. This was confirmed by Husnul Khatimah who stated that the teacher provided a basic understanding and simulation of using Google Forms before the test. In line with the findings, a study conducted by Fauzi (2014) regarding the use of Google Forms as a learning evaluation tool also emphasized the importance of the planning stages, readiness of facilities and infrastructure, up to the implementation stage of using Google Forms in learning evaluation activities. According to him, this will provide good impacts and benefits in terms of effectiveness, efficiency, attractiveness and appearance design.

PAI subject teachers provide information about the basics of using Google Forms as a learning evaluation medium. The time required is relatively short, namely 5-10 minutes, depending on how quickly students grasp the explanation from the PAI subject teacher. This is just a reminder because previously students had carried out simulations with PAI subject teachers several days before the learning evaluation activities were carried out. Thus, students who already understand how to operate Google Forms can be said to be ready to carry out learning evaluation activities using Google Forms as the medium.

The interviews also revealed preparatory steps before the evaluation. According to Husnul Khatimah, one of the students, the teacher carried out socialization and simulations before the evaluation to ensure students could operate Google Forms smoothly. Therefore, Google Form can be an evaluation medium because of its ease of access. However, according to the researchers, this also requires students' understanding of the use of this evaluation tool as a form of technology that is not yet common among students, especially at the elementary school level, as well as adapting it to PAI learning characteristics which do not only focus on intelligence aspects alone. PAI subjects also aim to create behavior, especially in forming a conscience.

After successfully entering the Google form link, students enter their names in the column provided by the PAI subject teacher on the home page before answering the evaluation questions. The time allocation for PAI learning evaluation activities is 90 minutes. PAI subject teachers also supervise the learning evaluation activities as appropriate, to ensure students' honesty in working on the questions being evaluated in the sense of not collaborating with friends. Finally, PAI subject teachers can ensure that students have finished working on learning evaluation questions if the students' grades are automatically entered.

Implementation of learning evaluations using Google Form shows that this platform provides effective and practical solutions. Evaluation is directed at measuring students' understanding of learning material and providing useful feedback for improving learning. Google forms present advantages in terms of ease of preparation, distribution, and collection of answers. Therefore, according to researchers, the implementation of PAI learning evaluation using Google Form at SDN 019 Mambu reflects efficiency and effectiveness in involving technology in the educational context. Structured steps, from link distribution to teacher supervision, have demonstrated systematic efforts to ensure smooth evaluation. The time allocation provided is also in line with the needs and complexity of PAI learning materials. This research highlights the advantages of Google Forms in providing practical and effective solutions. The teacher's role in carrying out direct supervision shows concern for the integrity of the evaluation by focusing on student honesty. This underlines that although technology supports the learning process. However, the teacher's role remains important in ensuring the continuity of a quality learning process.

Furthermore, the implementation of PAI learning evaluation using the Google Form application at SDN 019 Mambu is in line with Zainal Arifin's theory which states that the implementation of evaluation cannot be separated from the monitoring carried out by the evaluator. Implementation of evaluation in the learning context aims to improve the quality of education. Therefore, evaluation is crucial for measuring students' understanding of learning material and providing useful feedback for improving learning in the future. This evaluation is not only useful for measuring learning outcomes, but also becomes an instrument for ensuring student integrity and honesty. The successful implementation of this evaluation is in line with the general concept that monitoring and evaluation is not only about measuring results, but also comprehensive observation of the entire learning process.

This step is carried out to see whether the implementation of learning evaluation is in accordance with the evaluation plan that has been implemented or not. The aim is to prevent negative things and increase the efficiency of evaluation implementation. Monitoring has two main functions, first to monitor the implementation of the evaluation with evaluation planning. Second, to see what happened during the evaluation.

### **Inhibiting and Supporting Factors in Using the Google Form Application in Evaluation of PAI Learning at SDN 019 Mambu, Luyo District, Polewali Mandar Regency**

The success of learning is supported by several factors. These factors are supporting factors for the application of media such as Google Form as a learning evaluation medium in Islamic Religious Education subjects. Apart from that, it is also necessary to pay attention to factors that might hinder the application of Google Form media as a learning evaluation medium for PAI which are called inhibiting factors.

The use of Google forms as a learning evaluation medium has several obstacles in its use. The obstacle experienced by teachers when evaluating learning using Google Forms is in terms of providing time to complete assignments. The teacher has given directions and time limits but there are still some students who are still late in doing or responding. So it makes it difficult for teachers, if it is closed then students won't be able to work on it and if it isn't closed, they are afraid it will still make students fixated on the previous material.

The obstacle or difficulty experienced by students when evaluating learning using Google Forms is that students have difficulty accessing assignments from the teacher. However, there are also obstacles, especially related to limited understanding of technology. Mr Suardi indicated that some students may experience difficulties in accessing the PAI learning evaluation link. Therefore, special attention needs to be paid to teacher training in integrating technology, increasing technology accessibility, and overcoming potential barriers that may arise during the evaluation process. Holistic integration of these factors will help create a more effective and optimal evaluation environment. From the results of interviews with students, they explained that the difficulties they experienced were mostly on the internet network. Even though an adequate internet network is available, there are still obstacles in implementing the evaluation. Some students also mentioned problems related to the internet network which was not always stable. Muh. Faiz said:

"The problem is that the internet network is not very stable so sometimes the answers that have been filled in via Google form are repeated or cannot be sent."

A slow internet connection has the potential to be a serious barrier to accessing and using Google Forms. Slow internet can not only slow down the process of accessing google form links, but can also result in interruptions or complete failure in uploading form pages. According to researchers, the availability and stability of an internet connection is a significant factor in assessing the effectiveness of Google Forms as an evaluation tool. Handling unstable internet network problems is an important part of the Google Form implementation strategy and it is necessary to identify solutions or alternatives that can be implemented to overcome this problem.

Apart from there being inhibiting factors or obstacles in using Google Forms, Google Forms as a learning evaluation medium also has supporting factors. Based on the results of interviews, it was found that the supporting factors in optimally utilizing Google Forms consisted of the condition of technological

infrastructure, teacher support, and student readiness. These components play a major role in the successful implementation of the media. Good technological infrastructure, such as the availability of wifi and devices such as iPads and Chromebooks provide essential support. Most students stated that the availability of wifi at school supports the use of Google Forms. Andi Kahfi Iltizam said:

"We are provided with several iPads during tests or evaluations. So we don't bring cellphones at school."

Based on the interview above, it shows that the use of Google forms in evaluating PAI learning does not only depend on the application itself, but also on supporting technological infrastructure such as the availability of WiFi, iPad and Chromebook. The existence of wifi in schools provides easy and fast access for teachers and students. I-pads and chromebooks are also supporting factors in learning evaluation because without i-pads and chromebooks learning evaluations will not be carried out.

### **Efforts to Overcome Inhibitory Factors in Using the Google Form Application as an Evaluation Media in PAI Learning at SDN 019 Mambu, Luyo District, Polewali Mandar Regency.**

In using Google Form as a media for evaluating PAI learning, there are definitely problems or obstacles in using Google Form, so you have to be smart in overcoming obstacles in using the media so that the objectives of learning evaluation can be achieved. The obstacle when students use Google Forms in evaluation is the internet network problem. As stated by Husnul Khatimah, the problem is the internet network, especially when the lights go out, WiFi cannot be used automatically. Apart from the internet network, there are also problems with students being late in working on questions.

Given these obstacles, the solution or effort to overcome the obstacles to using Google Form is that the school provides an internet quota if the WiFi network cannot function due to a power outage so that the learning evaluation process using Google Form can run smoothly and for students to be late in working on questions. The effort to overcome this is by giving students the opportunity to re-do the questions that have been given. This shows the school's responsiveness in maintaining the smooth learning evaluation process.

### **CONCLUSION**

The use of Google Form in evaluating PAI learning at SDN 019 Mambu, Polewali Mandar Regency begins with preparing facilities and infrastructure such as preparing laptops and tablets, making forms and compiling questions into Google forms. After you have finished creating questions, the next step is to share the link.

Implementation of the evaluation involves the stages of distributing question links by writing them on the whiteboard, ensuring the function of the links, and monitoring the process of filling out student forms. Socialization before evaluation and simulation is carried out to ensure students' understanding of Google Forms, demonstrate effectiveness in distribution of questions, accessibility and speed of obtaining evaluation results.

Inhibiting factors involving unstable internet networks, power outages, and student delays in working on questions. Apart from that, the supporting factor for using the Google Form application in evaluating PAI learning is the availability of WiFi, iPad and Chromebooks (facilities and facilities) in schools.

Efforts to overcome these inhibiting factors include providing internet quotas as a solution to network problems and for the problem of students being late in working on questions. The effort to overcome this is by giving students the opportunity to re-do the questions that have been given. This shows the school's responsiveness in maintaining the smooth learning evaluation process.

### **RECOMMENDATION**

For educational institutions or schools, especially SDN 019 Mambu, you can apply Google Form as an alternative in the evaluation process for both school exams and daily tests, making it easier for educators and students to carry out learning activities.

PAI teachers can use the results of this research as a basis for continuing to improve their learning evaluation practices by using Google Forms. Apart from that, this research also suggests further strengthening socialization and simulations before evaluation, as well as considering providing internet quotas as a solution to internet network problems. In addition, teachers can integrate evaluation results to continue to optimize their teaching methods by paying attention to students' positive responses to the practicality and transparency of evaluation results.

Students should always be enthusiastic about learning, be more active in learning and doing the tasks given by the teacher. If you have difficulty accessing materials or assignments, you should try to be able to receive the materials and be able to complete the assignments given.

### **REFERENCES**

- Arsyad, Azhar. Media Pembelajaran. Jakarta: Rajawali Press, 2003.  
Baker, Eva L W. James Popham. Teknik Mengajar Secara Sistematis. Jakarta: PT Rineka Cipta, 2003

- Bambang Warsita, "Evaluasi Media Pembelajaran Sebagai Pengendalian Kualitas Sebagai Pengendalian Kualitas", dalam Jurnal Teknodik. Tangerang Selatan: Vol.17, No.4/Desember 2013.
- Basrowi dan Suwandi. Memahami Penelitian Kualitatif. Jakarta: Rineka Cipta, 2008.
- Departemen Pendidikan Nasional dan Kebudayaan. Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka, 2003.
- Drajat, Zakiah dkk. Metodik Khusus Pengajaran Agama Islam. Jakarta: Bumi Aksara, 2008.
- Fitrianiingrum, Aufa Maulida Kurniahtunnisa. Evaluasi Pembelajaran: Memahami Konsep dan Aplikasi untuk Peningkatan Pendidikan. Kota Baru: CV. Mitra Cendekia, 2023.
- Hafiyyan P. Pratama, dkk. Pemanfaatan Platform Digital Untuk Buku Digital Interaktif. Tangerang: Media Edukasi Indonesia ( Anggota IKAPI ), 2021.
- Haidir dan Salim. Penelitian Pendidikan Metode Pendekatan dan Jenis. Jakarta: Prenamedia Grup, 2019.
- Hehania dan Farlin. Kamus Praktis Bahasa Indonesia. Jakarta: Grasindo, 2002.
- Herpratiwi. Teori Belajar dan Pembelajaran. Yogyakarta: Media Akademi, 2016.
- <https://eraspace.com/artikel/post/tips-mengatasi-masalah-link-google-form-yang-tidak-bisa-dibuka>. (diakses pada tanggal 25 Oktober 2023).
- Ismail, M. Ilyas dkk. Teknologi Pembelajaran sebagai Media Pembelajaran. Makassar: Cendekia Publisher, 2020
- Julia, dkk. Pengembangan Media Pembelajaran Musik Berbasis Digital untuk Sekolah Dasar. Jawa Barat: CV. Caraka Khatulistiwa, 2021.
- Lina Wahyu Setya Utami. (2021). Penggunaan Google Form dalam Evaluasi Hasil Belajar Peserta Didik di Masa Pandemi Covid-19. TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan, 1(3).
- Luthfi Fakhru Ahsani, E. (2020). Pelaksanaan Evaluasi Pembelajaran Berbasis Google Form Selama Masa Pandemi pada Peserta Didik SD/MI. Jurnal Pendidikan Dan Pembelajaran Dasar, 7(2), 107–118. <http://ejournal.radenintan.ac.id/index.php/terampil/index>
- Majid, Abdul. Belajar dan Pembelajaran Pendidikan Agama Islam. Bandung: PT. Remaja Rosdakarya, 2012.
- Manzilati, Asfi. Metodologi Penelitian Kualitatif: Paradigma, Metode dan Aplikasi. Malang: Universitas Brawijaya Press, 2017.
- Meirawati, E., Azis, A., Rohmadi, M., & Raya, I. P. (2021). Pemanfaatan Google Form sebagai Alat Evaluasi Pembelajaran Mata Pelajaran Pendidikan Agama Islam di SMKN 2 Palangka Raya. 1(1), 15–26. <http://e-journal.iain-palangkaraya.ac.id/index.php/muallimun>
- Muhaimin. Paradigma Pendidikan Islam. Bandung: PT. Remaja Rosdakarya, 2002.
- Nurhadi, dkk. Evaluasi Pembelajaran yang Efektif dan Menyenangkan. Jakarta: PT. Multi Kreasi Satu Delapan, 2011.
- Nyoman, N., & Aryanti, S. (2021). Efektifitas Google Form Sebagai Media Evaluasi Di Masa Pandemi. Jurnal Ilmu Pendidikan, 4(3). <http://jayapanguspress.penerbit.org/index.php/cetta>
- Kementerian Agama Republik Indonesia. Al-Qur'an Dan Terjemahannya. Jakarta: Lajnah Pentashihan Mushaf Al-Quran. 2021.
- Khosiyono, Banun Havifah Cahyo Khosiyono. Teori dan Pengembangan Pembelajaran Berbasis Teknologi Digital di Sekolah Dasar. Yogyakarta: Deepublish CV Budi Utama, 2022.
- Kurniawan, Andri. dkk, Evaluasi Pembelajaran, Sumatera Barat: PT. Global Eksekutif, 2022.
- Mamik. Metododlogi Kualitatif . Sidoharjo: Zifatama Publisier, 2015.
- Matondang, Mulkeis. Pendidikan Agama Islam pada Sekolah Kurun Waktu 2003- 2022. Yogyakarta: Deepublish, 2023.
- Moleong, Lexy J. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya, 2009.
- Muhammad Rizal Fauzi. Penggunaan Google Form Sebagai Alat Evaluasi Pembelajaran pada Mata Pelajaran BahasaIndonesia (Studi Deskriptif Analitis pada kelas VIII di Sekolah Menengah Pertama Negeri 1 Lembang). Bandung, Universitas Pendidikan Indonesia, 2014.
- Mulyana, Deddy. Metodologi Penelitian Kualitatif: Paradigma Baru Ilmu Komunikasi dan Sosial Lainnya. Bandung: Remaja Rosdakarya, 2001.
- Nurfadhilla, Septy. Media Pembelajaran (Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-jenis Media Pembelajaran dan Cara Penggunaan Kedudukan Media Pembelajaran). Tangerang: CV Jejak, Anggota IKAPI, 2021.
- Nursalam, Suardi. Evaluasi Pembelajaran Sosiologi. Yogyakarta: Writing Revolution, 2017.
- Perdana, A. L. (2020). Pelaksanaan Monitoring dan Evaluasi (Monev) Terhadap Kinerja Guru Di SMAN 16 Gowa. SEMINAR NASIONAL & CALL FOR PAPER HUBISINTEK 2020.
- Poerwardaminta. Kamus Umum Bahasa Indonesia. Jakarta: PT. Balai Pustaka, 2002.
- Pratama,Hafiyyan P. dkk. Pemanfaatan Platform Digital Untuk Buku Digital Interaktif. Tangerang: Media Edukasi Indonesia ( Anggota IKAPI ), 2021.
- Ramadhona, Rossa. 8 Jam Pintar Membuat Kuis Berbasis ITC Bagi Guru. Ponorogo: Uwais Isnpirasi

- Indonesia, 2019. Rukajat, Ajat. Teknik Evaluasi Pembelajaran. Yogyakarta: CV Budi Utama, 2012.
- Ratnawulan, Elis. Evaluasi Pembelajaran. Bandung: CV. Pustaka Setia, 2017.
- Rudy Sumiharsono dan Hisbiyatul Hasanah. Media Pembelajaran. Jember : CV Pustaka Abadi, 2017.
- Rukajat, Ajat. Teknik Evaluasi Pembelajaran. Yogyakarta: CV. Budi Utama, 2012.
- Rusdiana. Evaluasi Pembelajaran. Bandung: CV Pustaka Setia, 2015.
- Suardi, Moh. Belajar dan Pembelajaran. Yogyakarta: Deepublish, 2018.
- Suardi, Nursalam. Evaluasi Pembelajaran Sosiologi. Yogyakarta: Writing Revolution, 2017.
- Sudaryo, Yoyo dkk. Metode Penelitian Survei Online Dengan Google Forms. Yogyakarta: Andi (Anggota IKAPI), 2019.
- Sugiyono. Metode Penelitian Kualitatif Kuantitatif dan R&D. Bandung: Alfabeta, 2016.
- Supriyadi. Evaluasi Pembelajaran. Pekalongan: PT. Nasya Expanding Management, 2020.