

Use of Google Forms as an Instrument for Assessment of Student Needs

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Abstract: Assessment within the framework of guidance and counselling serves as a basis for planning guidance and counseling programmes according to needs, enabling the achievement of the goals of guidance and counseling services through the suitability of the program and description of the counselee's condition and environmental conditions. This study uses a qualitative approach. Researchers used researchers as the main instrument, conducted purposive sampling of questionnaire data, used inductive/qualitative data collection and analysis techniques, and the results emphasized meaning rather than generalizations. It can be concluded that the main purpose of implementing the assessment instrument is to collect data. Data can be defined in various scientific contexts as a collection of information or information about objects or non-objects. For example, intelligence data can be defined as a collection of numbers, measurements, quantities, descriptions, or classifications of a person's intelligence. Personal data can also be defined as a collection of numbers, measurements, amounts, descriptions or classifications of a person's intelligence. In this case the data in question is student data obtained using internet-based media, namely Google Form. Overall, this discussion shows that using Google Forms as a student needs assessment tool has many advantages, such as ease of use and efficiency, as well as the ability to collect and analyze data in real time. However, keep in mind that factors related to internet access can be a barrier to this use. In such a situation, an alternative solution may be needed as described by the author in the previous paragraph. With the existence of a google form with the various conveniences offered by google, it is the author's hope that guidance and counseling teachers can utilize this media to make their work easier to be more efficient and adapt to the latest technological developments.

Keywords: Google Form, Assessment Instrument, Student Needs

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1. Introduction

One of the most important components in the formation of quality young people who are ready to face future challenges is education[1]. Students are not only faced with high academic demands, but also face various complex social, emotional, and personal problems in the midst of the complexities of modern life. Therefore, it is important for every school to have a good Guidance and Counseling (BK) program, because of the importance of Guidance and Counseling as the main support for students' holistic development. Guidance and Counseling is an important part of the education system and pays special attention to aspects of student welfare. Students can get assistance from the Guidance and Counseling teacher according to what they need in dealing with the various problems they face daily through the Guidance and Counseling program at school. In addition, Guidance and Counseling can help students overcome social and emotional problems that can affect their health. Students often experience stress, pressure, and conflict with others in a complex school environment. Overall guidance and counseling can help students improve their social skills, master how to manage their feelings, and improve their relationships with others. Sometimes, students are faced with various important choices in personal and academic life during their education but many students still have problems in making wise decisions[2]. Counseling can help students make wise decisions. Students can get the right information, understand the consequences of each choice, and plan actions to achieve their goals with the help of a counselor or Guidance and Counseling teacher.

The role of Guidance and Counseling (BK) in helping students reach their maximum potential is important in the ever-changing world of education[2]. The role of the guidance and counseling teacher is not only to provide advice for students, but also to try to understand and meet the unique needs of students. Guidance and counseling teachers have major roles and responsibilities. BK teachers are responsible for helping students develop a mature personality and understand their potential as a whole[3]. In an effort to provide good and appropriate guidance and counseling services, the Guidance and Counseling teacher must first carry out a needs assessment or what is commonly known as *need assessment* student. The purpose of a needs assessment or *need assessment* students is to understand the needs of students as a whole. Thus, counselors or Guidance and Counseling teachers can find academic and personal aspects of students that require special attention

Conducting a need assessment on students has many benefits; First, this process allows the counselor or guidance and counseling teacher to understand the needs of students, this is done because the guidance and counseling teacher believes that each student has different abilities, interests, talents, hobbies and needs[2]. By carrying out a need assessment for students, counselors or Guidance and Counseling teachers can create guidance programs that are suitable and useful for each student. In addition, by conducting a need assessment on students, allows counselors or Guidance and Counseling teachers to adapt the services to be provided to the needs of students. Every student may need help in a variety of ways, such as improving academic skills, developing social skills, managing emotions, or finding a career[4]. By knowing the needs of each student as a whole, counselors or guidance and counseling teachers can create guidance programs that are right on target, according to student needs, and help achieve student goals in academic life. The existence of a school Guidance and Counseling program has many benefits, especially for students. One of the benefits of the existence of a guidance and counseling program is that it can help students develop personally, socially and emotionally. Through individual and group counseling, students can learn to recognize and manage their emotions, improve their social skills, and build strong self-esteem. All of this allows students to develop as well-balanced individuals who are ready to face life's challenges. In addition, the Guidance and Counseling program helps students learn. The counselors can help students with academic support, help them overcome difficulties, and develop useful study strategies. Thus, students can do better in the classroom and reach their full potential.

In addition, the Guidance and Counseling Programme helps students make informed decisions. Students often need sound advice and guidance about academic choices, careers, or personal matters[5]. Guidance and Counseling Counselors can provide the necessary information and assist them in the decision-making process[4]. The guidance and Counseling Program also improves student health. Guidance Counseling and counseling can help students deal with emotional problems, stress, and pressure they may experience at home or at school. By providing emotional support, problem-solving techniques, and healthy coping skills, students can handle problems better and feel better overall. Apart from providing direct benefits to students, the counseling program also helps create a positive and inclusive school environment. With the help of Guidance and Counseling counselors, schools can create a safe, supportive, and welcoming environment for students. This results in a better learning environment, better relationships, and less conflict between students.

Schools and relevant stakeholders must provide sufficient support for the counseling program to be successful. This support includes adequate resources, proper training of Guidance and Counseling counselors, and close cooperation between teachers, counselors, parents, and students[6]. With good cooperation, the Guidance and

Counseling program can be implemented properly and provide the best benefits for students.

2. Results

2.1. Assessment Instrument

The most basic stage in developing a guidance and counseling program in schools is conducting an assessment of student needs. Without a needs assessment carried out beforehand, it will not be possible for a service program to be formed. Assessment in guidance and counseling is an important part of the therapy process and all guidance and counseling activities[7]. Assessment is the process of evaluating the counselor's ability to solve problems. The assessment developed is a standard assessment that includes various aspects of cognitive, affective and psychomotor using indicators developed and determined by the counselor[8]. Guidance and counseling assessments usually consist of self-reports, performance tests, psychological tests, observations, interviews, and so on. The assessment given to the counselee includes the development of the counselee's basic competency areas to be evaluated, which are then compiled into indicators. The initial step that the guidance and counseling teacher must take is to plan and implement programs for students by conducting a need assessment, then the guidance and counseling teacher can design programs according to the counselee's needs including individual counseling, group counseling, classical counseling, group counseling, and others others[9].

Guidance and Counseling teachers or counselors must assess or analyze students' needs with certain measuring instruments or instruments. by carrying out an initial analysis, then the various types of student needs will be known. After the preparation stage or analysis stage is completed, the next is the design stage, which starts with creating an annual and semester program designed by the guidance and counseling teacher in accordance with the results of the analysis that was carried out previously[10]. According to Komalasari et al. this assessment is very important to do because it has a strategic role in building guidance and counseling programs according to needs. According to them, this assessment serves as a basis for making appropriate programs, where the suitability of the program and the description of the conditions of students and their environmental conditions can help achieve the goals of guidance and counseling services[11]. Therefore, guidance and counseling teachers must conduct a need assessment of student needs to ensure that the program is designed according to the needs and goals of the school. The creation of guidance and counseling programs in schools must begin with assessment activities, namely measurement and assessment, or by identifying elements that will be used as the basis for creating programs or services. Two activities are involved in the process of evaluating the program's environmental context. *First*, guidance and counseling teachers or counselors must identify the hopes and goals of the school, parents, community, and other education stakeholders, as well as supporting facilities and infrastructure for guidance programs, counselor qualifications and conditions, and school leadership policies. *Second*, guidance and counseling teachers must assess all the needs and problems of students, including physical, intelligence, motivation, attitudes and study habits, interests, and problems they may face[11].

States that adequate assessment data can be the basis for carrying out educational actions correctly and effectively Sugiyono. There is no high-quality guidance and counseling program that can achieve overall service goals, both curative and preservative, as well as development and prevention, without a quality assessment. School counselors identify the needs of students and the environment during thorough guidance and counseling. Developmental Assignment Inventory (ITP), Problem Expression Tool (AUM), Problem Checklist (DCM), Sociometry, or Interest and Talent Tests can be used

to obtain information about students' needs. On the other hand, to meet the environmental needs of parents, teachers, principals and other stakeholders, questionnaires, interviews or observations can be used. The process of carrying out a need assessment is very important and must be carried out carefully according to existing procedures. Errors in concluding or analyzing a need assessment will result in a mismatch between student needs and the service programs provided to students or can even cause consequences that are detrimental to students[12]. The use of instruments in conducting a need assessment can be done by utilizing several media, as Susan C Whiston said in her book "principles and applications of assessment in counseling"[13]

"...many instruments that counselors use, such as scales, checklists, and inventories, are designed to provide information and are not evaluate"

There are many inventories that can be used by guidance and counseling teachers or counselors to carry out need assessments of students such as scales, checklists, and various other inventories that are designed as media for conducting need assessments. Guidance and counseling teachers are free to choose to use whatever media they want in assessing student needs, and of course the media is well mastered. Assessment of student needs is carried out with the intent and purpose of knowing the basic needs of students, for further guidance and counseling teachers can develop service programs that are tailored to student needs. The service program includes career guidance, study guidance, personal guidance, and social guidance. By making programs that suit the needs of students, it is hoped that students will develop optimally and get the right support system from both the school environment and their social environment.

Assessment within the framework of guidance and counseling serves as a basis for planning guidance and counseling programs according to needs, enabling the achievement of the goals of guidance and counseling services through the suitability of the program and description of the counselee's condition and environmental conditions. Basically, guidance and counseling services aim to enable counselees to plan study completion activities, maximize the potential and strengths of students, help students adapt to the educational environment and society, help students overcome obstacles and difficulties in study, and assist students in adjusting to educational environment, community, and work environment.

2.2. Assessment of Student Needs with Google Form

The implementation of student needs assessments in schools is currently developing in a better direction by utilizing the latest technology. If in the past the implementation of student needs assessments was done manually in paper form, now there are many guidance and counseling teachers who take advantage of technological sophistication to facilitate the implementation of assessments in schools. One of the media used is google form. The Google form offers convenience for its users and all assessment materials or indicators can be arranged according to the needs of guidance and counseling teachers. Several studies have shown that the use of the Google form as a medium in the implementation of student assessments has shown good results in the sense that the use of the Google form is considered more innovative and efficient. Research conducted by Prayoga et al. regarding the development of a self-assessment based on the Google form, it was stated that it was very feasible to be used as a medium for conducting assessments[14]. Making a guidance and counseling program can be said to be in vain if the guidance and counseling teacher does not first carry out a need assessment on students, because the main step is in implementing the service program[15].

The use of digital media such as Google form has an important role for teachers guidance and counseling to help analyze student needs so that later students get the right service program. The assessment instrument or need assessment aims to provide information to teachers[15] especially guidance and counseling teachers regarding the condition of students including their learning objectives and student achievements. Google form itself is a part of the product from Google and access features can be managed, such as public access and private access. Some of the functions of the Google form are that it can be used to give assignments online, collect people's opinions about a topic, and can be used as a data collection instrument for students, as well as various other benefits[16]. In a study conducted by Hanung et al. regarding the need assessment of the comprehensive guidance and counseling program assisted by the Google form, it was concluded that the identification of needs or need assessment of the guidance and counseling program with the assistance of the Google form can provide understanding and competence to guidance and counseling teachers in conducting assessments on students[15]. The use of the Google form as a medium in the assessment process is said to be quite effective because it can be used easily and can process the results of the data obtained automatically and efficiently[17]. The use of technology such as Google Forms will change from conventional methods to more innovative and online-based methods[18]. Utilization of google form has been widely used by teachers as a media for assessment and learning, as in research conducted by Gede Weda Baskara, et al. they used the google form as a written test instrument in science learning showing it was feasible to use[19].

It can be concluded that the main purpose of implementing the assessment instrument is to collect data. Data can be defined in various scientific contexts as a collection of information or information about objects or non-objects. For example, intelligence data can be defined as a collection of numbers, measurements, quantities, descriptions, or classifications of a person's intelligence. Personal data can also be defined as a collection of numbers, measurements, amounts, descriptions or classifications of a person's intelligence. In this case the data in question is student data obtained using internet-based media, namely Google Form.

3. Discussion

Utilization of Google Forms as a medium for analyzing student needs has several advantages compared to the use of conventional media such as paper. Some of these advantages include; *First*, efficiency and ease of use: Discussion participants agreed that Google Forms are very efficient and easy to use for assessing student needs. This allows teachers or educators to create, send, and analyze questionnaires quickly and easily, compared to traditional methods such as paper questionnaires. *Second*, Flexibility in customizing questions: Google Form flexibility in customizing assessment item questions. Guidance and counseling teachers may use a variety of question types, including long answer, short answer, or multiple choice. To provide a more targeted assessment, the redirect logic feature makes it possible to construct a questionnaire to adapt subsequent questions taking into account the answers from previous questions. *Third*, Real-time data collection: The ability of Google Form to collect data in real-time is one of its advantages, this feature is very useful for getting accurate information about student needs. In some situations, data can be analyzed automatically after students have filled out the form, providing an immediate picture of what students need. *Fourth*, Better data analysis and interpretation: The discussion emphasized Google Forms ability to present data in graphical or spreadsheet form, which allows users to better analyze and interpret data and spot any patterns or trends that may exist. In addition, participants emphasized how

important it is to involve the teaching team in data analysis to ensure the right decisions are made.

However, besides the various advantages, there is one important weakness to be considered by guidance and counseling teachers in using Google Forms as a media instrument for students' need assessment, namely; limited internet access, limited internet access is a problem that may be encountered, especially in educational environments that do not fully have easy internet access. However, guidance and counseling teachers can find solutions in this regard, one of which is by giving students the freedom to fill out forms in places that have a good internet network, for example at school. Guidance and counseling teachers can work with stakeholders, especially principals, to allow students to bring and access their mobile phones for as long as it takes students to fill out the form.

Google Form can be used to collect data through questionnaires or online surveys[20]. The steps for using Google Form as a student needs assessment tool are as follows: *First*: create a Google Form By opening Google Drive and selecting "Google Form" to create a new form. The question menu can be adjusted to the needs of students, answer options can also be selected according to the wishes of the guidance and counseling teacher. *Second*: determining the purpose of the assessment: To assess student needs, first determine what aspects will be assessed from students. Do you want to know students' learning tendencies, their level of understanding of the material, or other aspects that exist in students. *Third*: Create questions: Guidance and counseling teachers can create questions that are appropriate for the purpose of the assessment and relevant. Depending on the type of data you want to collect, questions can be multiple choice, short answer, or long answer. *Fourth*: adding instructions: guidance and counseling teachers should make sure the instructions are easy for students to understand and follow as they complete the assessment form and objectives. *Fifth*: Set redirects (optional): To make assessments more targeted, guidance and counseling teachers can use the redirect logic feature in Google Forms to direct students to the next question based on their previous answers. *Sixth*: Set privacy and access: Guidance and counseling teachers can adjust privacy settings and form access as needed. Guidance and counseling teachers can limit access to certain students or allow everyone access to the form. *Seventh*: collect responses: to allow students to complete the online questionnaire, provide them with the form link. Links can be sent via communication applications such as email, online learning platforms, etc. *Eighth*: analyzing responses: using Google Forms, guidance and counseling teachers can view student responses after filling out the form in graphical or spreadsheet form. Furthermore, guidance and counseling teachers can analyze data and extract relevant information according to the purpose of the assessment. *Nine*: provide feedback or follow-up: Based on the results of the assessment, the guidance and counseling teacher can have an overview or more precisely student data related to various aspects assessed through the Google form, so that based on this data, the guidance and counseling teacher can create a service program that fits the needs student. So that by making this service program, students can be assisted in exploring their interests and talents, assisted in solving learning, personal, and social problems. In addition, guidance and counseling teachers easily provide appropriate services such as individual counseling, group counseling or even career guidance.

4. Materials and Methods

This study uses a qualitative approach. Sugiyono stated that qualitative research is a research method based on the philosophy of postpositivism and is used to investigate the condition of natural objects. Researchers used researchers as the main instrument, conducted purposive sampling of questionnaire data, used inductive/qualitative data collection and analysis techniques, and the results emphasized meaning rather than

generalizations. Qualitative research is often referred to as naturalistic research, because the research is carried out in a natural setting. In the perspective of qualitative research, symptoms are holistic (overall, cannot be separated), so that qualitative researchers will not set their research only on certain research variables, but on the entire social context studied[8]. The study involved two teachers of guidance and counseling who used Google forms as media in performing need assessments on students.

5. Conclusions

Overall, this discussion shows that using Google Forms as a student needs assessment tool has many advantages, such as ease of use and efficiency, as well as the ability to collect and analyze data in real time. However, keep in mind that factors related to internet access can be a barrier to this use. In such a situation, an alternative solution may be needed as described by the author in the previous paragraph. With the existence of a google form with the various conveniences offered by google, it is the author's hope that guidance and counseling teachers can utilize this media to make their work easier to be more efficient and adapt to the latest technological developments.

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