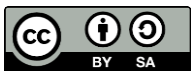
IDEAS
Journal on Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 13, Number 2, December 2025
pp. 7484 - 7497





Issued by English study program of IAIN Palopo

# The Effectiveness of Creating Assessment Questions Through Google Form as a Digital Learning Assessment Tool

Anry Ani[1], Muhammad Dalimunthe[2], Ernita Daulay[3]
[1,2,3] Pendidikan Bahasa Inggris, Universitas Islam Negeri Sumatera Utara
Corresponding E-Mail: anry05ani@gmail.com

Received: 2025-11-28 Accepted: 2025-12-24
DOI: 10.24256/ideas. v13i2.8578

**Abstract**

This study explores English teachers' perceptions of the process of creating assessment questions using Google Form and how this process is perceived to support effective digital learning assessment. Conducted in an Islamic senior high school in Indonesia, this qualitative research involved two English teachers selected for their experience in designing Google Form based assessments. Data were collected through semi-structured interviews and documentation, and analyzed using Miles and Huberman's (2014) interactive model consisting of data condensation, data display, and conclusion drawing. The findings reveal that teachers followed a structured and reflective workflow consisting of four stages: planning, designing, implementing, and evaluating. In the planning stage, teachers aligned learning objectives, indicators, and assessment purposes before organizing questions in Google Form. During the designing stage, teachers utilized quiz mode, sectioning, automatic scoring, and feedback features to construct assessments that were practical, coherent, and supportive of students' learning. In the implementation stage, Google Form enabled both classroom-based and online administration, allowing teachers to accommodate students with varying internet access while monitoring submissions in real time. In the evaluation stage, teachers benefited from Google Form's analytics, including automatic scoring and visualized data summaries, which helped them identify common errors and plan follow-up instruction. Overall, teachers perceived Google Form as an effective digital assessment tool because it enhances efficiency, improves assessment organization, supports feedback provision, and facilitates data-driven instructional decisions. However, the study acknowledges limitations related to the small number of participants and the absence of classroom observations. These findings highlight the importance of integrating digital literacy training and further research to explore broader and more diverse assessment contexts.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

**Keywords**: *Digital Assessment, Google Form, Teacher Perception, Test Creation, EFL Context*

## Introduction

The rapid advancement of digital technology has transformed the landscape of education, including how teachers design, administer, and evaluate learning assessments. In the digital era, assessment no longer relies solely on paper-based tests but increasingly integrates online tools that allow teachers to create more flexible, efficient, and interactive evaluation systems. Assessment itself is an integral part of the learning process because it provides essential feedback for both teachers and students to monitor progress and improve learning outcomes (Brown & Abeywickrama, 2019). However, the transition from traditional to digital assessment requires teachers to adapt their methods and master technological tools that support effective evaluation. Among various digital platforms, Google Form has emerged as one of the most widely adopted tools in educational contexts because of its accessibility, user-friendliness, and automatic grading features (Putra & Nugroho, 2021).

In practical classroom settings, English teachers increasingly use Google Form to create and deliver assessment questions that measure students' language proficiency and comprehension. The platform allows teachers to design multiple-choice, short-answer, and paragraph-based questions that can be distributed easily via links. The automatic scoring and real-time feedback features make Google Form a practical digital assessment tool, especially in contexts where time efficiency and data accuracy are important. Nevertheless, the effectiveness of Google Form depends not only on its technical features but also on how teachers perceive and implement it in designing valid and meaningful assessments. Teachers must consider pedagogical principles, question alignment with learning objectives, and clarity of instructions when creating digital assessments (Reimers et al., 2020). Thus, exploring how teachers perceive the process of creating assessment questions through Google Form becomes crucial for understanding its effectiveness in real educational contexts.

A number of recent studies have discussed the use of Google Form as a digital learning assessment tool. Fitriani and Fauzi (2023) revealed that teachers found Google Form effective in supporting formative assessment because it allows easy data management and reduces administrative workload. Similarly, Saputra and Marisa (2021) found that Google Form enhances teachers' productivity in preparing assessments and provides students with immediate feedback that promotes autonomous learning. Dewi and Lestari (2022) emphasized that the digital nature of Google Form encourages environmentally friendly, paperless learning and simplifies record-keeping. On the other hand, Rahayu and Purnama (2021) noted that while Google Form helps in managing assessment data efficiently, it has limitations in evaluating higher-order thinking skills and providing detailed

qualitative feedback. Kusuma and Rahmadani (2022) also found that some teachers face challenges in designing questions that effectively measure deep comprehension due to limited types of question formats. These studies have contributed valuable insights into the use of Google Form in education, yet they often focus more on its general advantages rather than the specific process of creating effective assessment questions.

In this regard, there is still limited research that explores how teachers perceive the process of developing assessment questions through Google Form particularly in the context of English as a Foreign Language (EFL) instruction in Islamic senior high schools. Most previous studies examined the outcomes of using Google Form (e.g., student engagement or efficiency) rather than the teachers' reflective experiences during the creation of assessments. Furthermore, few studies have analyzed this process qualitatively, leaving a need to understand how teachers conceptualize, construct, and evaluate digital assessment questions within their pedagogical frameworks. The empirical context of Indonesia, a leading Islamic senior high school that integrates both religious and general education, provides a valuable setting to explore how teachers implement digital assessment while maintaining academic and ethical standards.

Therefore, this study focuses on answering the process of creating assessment questions using Google Form perceived to be effective as a digital learning assessment tool. The objective of this study is to explore English teachers' perceptions and experiences in designing digital assessment questions through Google Form, emphasizing the practical steps, pedagogical considerations, and perceived effectiveness of the process. The novelty of this research lies in its qualitative focus on the creation process of assessment questions rather than on general outcomes or student responses. It provides a deeper understanding of how teachers integrate technology, pedagogy, and assessment literacy to construct valid, efficient, and engaging digital assessments in the EFL context. By highlighting teachers' lived experiences in creating and implementing Google Form-based assessments, this study offers new perspectives on enhancing digital assessment practices in Indonesian secondary education.

## Method

This study employed a qualitative research design because the purpose of the investigation was to explore English teachers' perceptions and experiences in creating assessment questions using Google Form as a digital learning assessment tool. Qualitative research allows researchers to understand phenomena in natural settings and to interpret participants' meanings, perspectives, and lived experiences (Busetto, Wick, & Gumbinger, 2020). Likewise, Aspers and Corte (2019/2020) emphasize that qualitative inquiry focuses on understanding how individuals interpret social realities, making it suitable for examining teachers' reflections on the effectiveness of digital assessment tools. In this study, the qualitative approach enabled an in-depth exploration of the process teachers

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

followed when designing assessment questions in Google Form and how they perceived its usefulness, accuracy, and practicality.

The research was conducted at Islamic senior high school in Indonesia known for its academic excellence and strong English education program. The participants consisted of two English teachers who regularly used Google Form to design and administer learning assessments. One participant served as the key informant due to her eight years of teaching experience and active involvement in technology-related professional development activities, including MGMP training workshops on digital pedagogy. The second teacher served as an additional informant who also had relevant experience in integrating Google Form into classroom assessment practices. These participants were selected because of their familiarity with digital learning tools and their direct involvement in designing Google Form-based assessments, making them capable of providing rich and authentic insights into the research problem.

Data were collected through semi-structured interviews and documentation. The semi-structured interviews were guided by open-ended questions that focused on the teachers' processes of creating assessment questions, the factors they considered when designing digital assessments, and their perceptions of the effectiveness of Google Form. Semi-structured interviewing was chosen because it provides a balance between predetermined questions and the flexibility to explore emerging ideas in greater depth (Kallio et al., 2016; Adams, 2015). In addition to interviews, documentation was collected to provide supplementary evidence and enhance the credibility of the findings. These documents included Google Form screenshots, assessment samples, lesson-related materials, and other relevant artifacts that demonstrated how the teachers constructed and implemented digital assessments. Documentation allowed the researcher to verify and contextualize teacher explanations, consistent with Bowen's (2009) view that documents serve as stable sources of data that support triangulation.

The data analysis followed Miles and Huberman (2014) interactive model, which consists of three major components: data condensation, data display, and conclusion drawing or verification. During data condensation, interview transcripts and documentation were reviewed, coded, and organized into relevant categories that reflected teachers' perceptions, design processes, and considerations when using Google Form. The data display stage involved arranging coded findings into visual and narrative forms that facilitated interpretation, including thematic descriptions of how teachers structured assessment questions and utilized available features in Google Form. Finally, conclusion drawing and verification were conducted by identifying emerging patterns, confirming findings through continuous comparison, and checking their credibility through triangulation. Member checking was also carried out by asking participants to review the accuracy of the interpreted data, ensuring that the findings genuinely reflected their experiences.

## Results

This section presents the findings related to the research question: "How is the process of creating assessment questions using Google Form perceived to be effective as a digital learning assessment tool?" Data were collected through semi-structured interviews with two English teachers and documentation of Google Form quizzes used for classroom assessments. After the data were cleaned and condensed, four major stages of the assessment workflow emerged: planning, designing, implementation, and evaluation-reflection. These stages form a coherent process that illustrates how teachers perceived Google Form as a practical, efficient, and pedagogically meaningful digital assessment tool.

Overall, both teachers followed a well-structured, technology-assisted workflow in preparing digital assessments. They aligned the quizzes with curriculum goals during the planning stage, utilized flexible Google Form features during the design stage, distributed and monitored quizzes effectively during implementation, and relied on automatic scoring and visual analytics for evaluation and reflection. Teachers consistently perceived Google Form as effective due to its efficiency, automatic scoring, organizational clarity, and ability to present visual data that support evidence-based instructional decisions.

*Planning Stage*

Teachers began the assessment process by clearly defining the purpose of the quiz, aligning it with lesson objectives, and determining the appropriate number and types of questions. They examined their lesson plans (RPP), considered whether the assessment served formative or summative purposes, and selected item types that supported automatic scoring, particularly multiple-choice and short-answer formats. Documentation confirmed that during this stage, teachers prepared titles, instructions, and logically structured sections based on specific language skills.

Teachers reported that the availability of structured templates and intuitive navigation made the planning stage more focused on pedagogy than technical concerns. Teacher 1 described how Google Form facilitated this step:

> *"When I plan the assessment, I just open Google Form and start arranging the questions. It helps me think about the materials and time at the same time. I can see the structure clearly, so it's easier to match it with the lesson." (T.1).*

Similarly, Teacher 2 highlighted how the platform provided flexibility and clarity:

> *"For me, Google Form helps a lot because I can plan the questions based on the topic and skills I want to test. I also decide the number of questions easily, so it fits with the students' level." (T.2).*

Both teachers viewed Google Form as a supportive planning tool that helped them align assessment objectives, lesson content, and competency indicators effectively. Teacher 1 emphasized the importance of sequencing:

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ISSN 2548-4192 (Online)

*"Before giving the quiz, I usually look again at the question order in the Form. If I see that some questions are too hard, I change them or move them to the end. It makes the quiz more balanced." (T.1).*

Teacher 2 also highlighted the role of Google Form in ensuring validity:

*"I always check my RPP first, then I make sure that the questions in Google Form really test what I have taught. It makes me more confident that the test is valid." (T.2).*

Documentation supported these perceptions. The screenshots collected from the planning process showed that the teachers prepared their assessments by entering the quiz title, instructions, and organized sections based on language skills. Each section contained a consistent number of items and followed the indicators of competence specified in the syllabus.

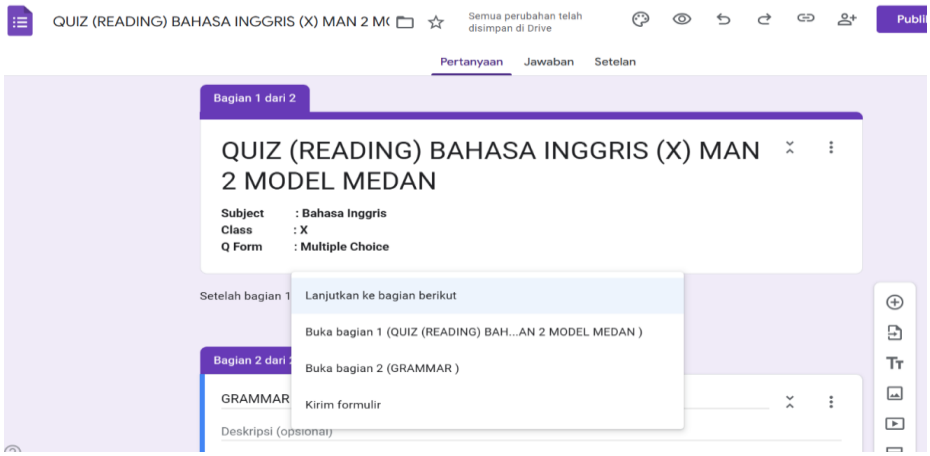


Figure 1. Screenshot of Google Form Planning Interface.

A structured planning interface showing quiz titles, instructional notes, and organized sections based on the syllabus.

*Designing Stage*

During the design stage, teachers used Google Form's "Quiz Mode" to enable automatic scoring, inserted question titles and instructions, and selected multiple formats (multiple-choice, short answer, and paragraph). They organized items into thematic sections such as Grammar and Reading, ensuring clarity and coherence for students. They entered answer keys, assigned point values, and inserted feedback where needed. Before distributing the quiz, both teachers previewed and tested the form to avoid errors and ensure smooth navigation. Teacher 1 expressed appreciation for the flexibility of the design tools:

*"I think Google Form is very helpful in making different types of questions. I can just choose multiple-choice or short-answer easily. I don't have to repeat from the beginning because I can copy and edit quickly." (T.1).*

Teacher 2 highlighted simplicity and automatic grading:

> *"The design is simple. I can divide the quiz into parts like grammar and reading, and it looks neat. The automatic scoring helps me a lot because it checks students' answers immediately." (T.2).*

Their responses indicate that teachers perceived the design features of Google Form as efficient, flexible, and supportive of their goal to create clear, well-structured, and manageable digital assessments.

Documentation gathered from this stage supports these findings. The screenshot (Figure 2) shows how teachers used Google Form's design interface to create questions of various types and organize them into structured sections. The figure demonstrates the clean layout, multiple question formats, and the quiz mode settings that the teachers enabled to support automatic grading.

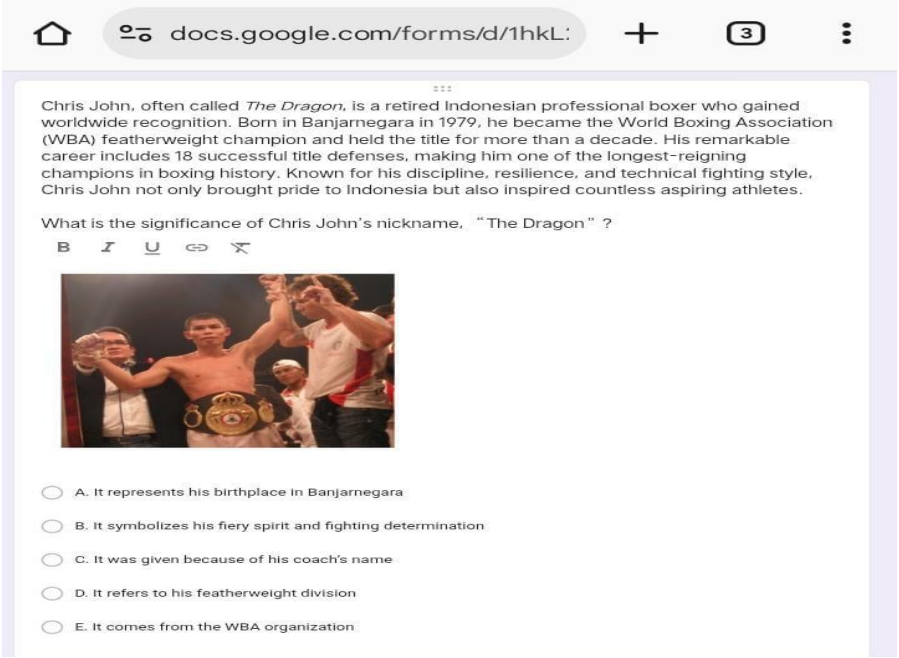


Figure 2. Screenshot of Google Form Designing Interface

The screenshot shows a well-organized Google Form titled "Reading Quiz." The form displays multiple question types, including multiple-choice divided into one sections labeled "Reading." The interface also shows quiz mode settings and answer keys to support automatic grading.

*Implementation Stage*

The implementation stage occurred in both face-to-face and online environments. In the classroom, teachers explained quiz instructions using a projector and distributed the link via WhatsApp. They monitored progress through Google Form's "Responses" tab. In online learning, quizzes were shared via Google Classroom and WhatsApp, complete with instructions and time limits. All student submissions were automatically stored in Google Sheets, which teachers used to check attendance and scores.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Teachers perceived this stage as efficient and well-controlled. Teacher 1 stated:

> *"When I give the link in class or in the group, the students can open it directly. I can also see in the Response tab how many have finished or not. It helps me control the situation." (T.1).*

Teacher 2 expressed a similar view and highlighted how monitoring tools supported her teaching:

> *"I can see who already submitted and who hasn't. If some students have problems with the internet, I can remind them. It makes the quiz process more organized." (T.2).*

Documentation collected during the implementation stage further confirmed the teachers' perceptions. Figure 3 below illustrates how teachers distributed the quiz link to students via Google Classroom and monitored real-time submissions through the "Responses" tab. The screenshot also shows the automatic summary view, where teachers could track the number of responses and identify students who had not yet completed the assessment.

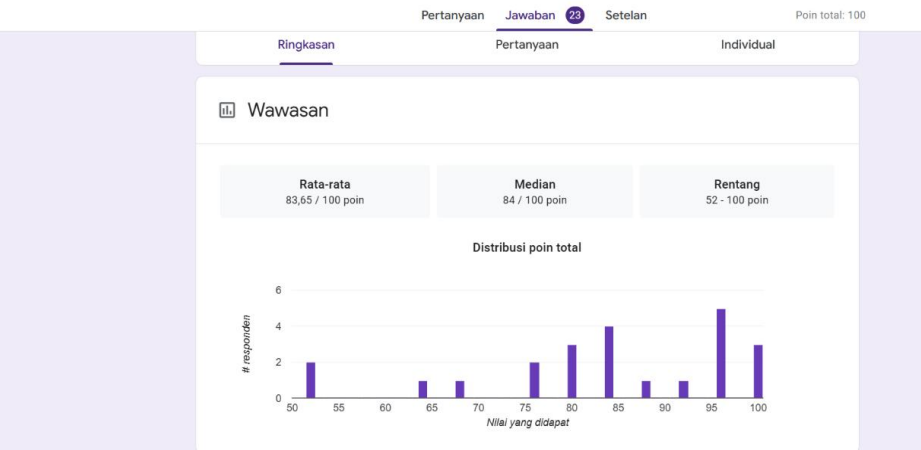


Figure 3. Screenshot of Google Form Distribution and Response Monitoring Interface

Overall, the findings from this stage indicate that teachers perceived Google Form as a reliable and effective digital assessment tool that enhanced transparency and classroom management. The real-time monitoring, access control, and submission tracking features supported teachers in implementing structured and fair assessments, both in face-to-face and remote learning contexts.

*Evaluation and Reflection Stage*

After students submitted their quizzes, teachers accessed the automatic scoring system, response summaries, and data visualization tools. Google Form generated graphs showing item difficulty, overall performance, and individual responses. Teachers used this information to identify areas requiring follow-up instruction. Both teachers perceived the evaluation process as one of the strongest advantages of Google Form. Teacher 1 shared:

> *"I like how Google Form shows the result right after the quiz. I can see which questions students found difficult and plan what to review in the next lesson." (T.1).*

Teacher 2 highlighted the efficiency of visual analytics:

> *"The chart is very clear. I can see how many students answered correctly or wrongly without counting manually. It helps me understand their weaknesses faster." (T.2).*

The evaluation process was also documented through screenshots showing summary charts, bar graphs, and automatic export to Google Sheets, which supported long-term data tracking and reflective teaching.

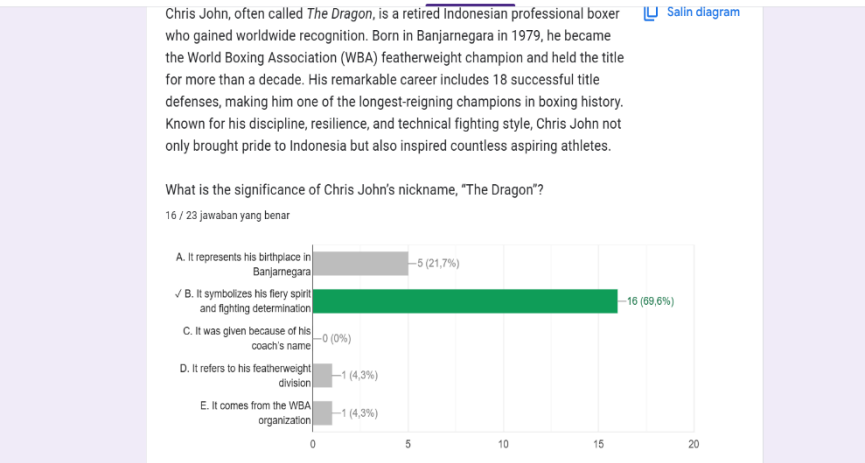


Figure 10. Screenshot of Google Form Feedback and Analytics Display

Overall, teachers perceived this stage as highly efficient due to the reduction in grading time, transparency in scoring, and clarity in instructional insights. The automatic features enabled teachers to shift their focus toward instructional improvement rather than administrative tasks.

## Discussion

The findings of this study reveal that English teachers at Islamic Senior High School Medan, Indonesia followed a structured, systematic, and reflective workflow in creating assessment questions using Google Form. This process included four major stages: planning, designing, implementation, and evaluation reflection which collectively demonstrated the teachers' ability to integrate technology into pedagogical practice. The sequence aligns with principles of effective digital assessment discussed by Jisc (2021), Rahman and Yunus (2022), and Nisa et al. (2024), highlighting how technology can support instructional clarity, efficiency, and evidence-based decision-making.

The planning stage illustrated how teachers began by determining learning objectives, selecting appropriate assessment purposes, and aligning questions with lesson indicators. This phase reflects the notion of constructive alignment proposed by Biggs and Tang (2011), which emphasizes that assessment tasks must

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

correspond with intended learning outcomes. The teachers' practice of reviewing the RPP (lesson plan) before generating questions supports the argument from Amin and Sundari (2020) that clear instructional intentions guide the development of assessment formats, question types, and scoring schemes.

This study strengthens previous findings by detailing how teachers used Google Form as a preliminary planning space not just a tool for typing questions, but a visual organizer that allowed them to preview question order, adjust difficulty levels, and ensure balance across items. Teachers' statements showed that Google Form supported them in determining sequencing, fairness, and cognitive complexity, thereby enhancing validity. This adds nuance to earlier research by illustrating how the digital platform itself becomes part of the pedagogical thinking process.

The designing stage highlighted teachers' use of Google Form's quiz mode, question templates, sectioning features, scoring fields, and feedback options. These practices echo the findings of Iftakhar (2021) and Nisa et al. (2024), who reported that Google Form's usability enables teachers to easily create varied question types and modify them according to student needs. The inclusion of section divisions such as Grammar and Reading suggests that teachers valued the visual clarity and organization these tools provide, supporting interactive assessment and scaffolding student navigation.

Furthermore, teachers used immediate feedback options such as short notes reminding students to check verb tense or review certain structures. This illustrates the shift toward assessment for learning, where assessment becomes a formative process offering guidance rather than simply measuring performance. This pattern reinforces Amin and Sundari's (2020) argument that digital assessment enhances opportunities for automated yet meaningful feedback, supporting learner autonomy and understanding.

The implementation stage demonstrated how teachers administered quizzes both in the classroom and through online platforms such as WhatsApp and Google Classroom. This aligns with Kundu and Bej's (2021) assertion that digital assessments expand teachers' flexibility and inclusivity, particularly when facing varying connectivity conditions. Teachers' use of real-time monitoring through the Responses tab and their ability to check submission times reflect the accessibility and transparency highlighted by Chatterjee and Corral (2022).

This study contributes to the literature by documenting how teachers in a madrasah context where digital infrastructure is still developing adapted Google Form to maintain fairness and accountability. Their strategies, such as giving extra time to students with unstable connections, demonstrate digital readiness and pedagogical sensitivity. Compared to earlier studies focusing broadly on teacher perceptions, this research provides a concrete picture of how digital assessments operate in blended modes within Islamic school environments.

The evaluation reflection stage revealed that Google Form's automatic scoring, item analysis, and data visualizations significantly enhanced teachers' assessment

literacy. The teachers used bar charts, pie charts, and spreadsheets to identify common errors, analyze patterns, and plan remedial instruction. These findings are consistent with Kundu and Bej (2021), who emphasize that automated analytics support reflective teaching and data-driven instructional decision-making.

Unlike many previous studies, which mainly discuss teachers' positive perceptions, this study offers a detailed workflow-based understanding of how digital tools guide teachers' reflective processes. Teachers did not merely view scores; they interpreted error trends, linked them to instructional content, and made follow-up plans. This supports Nuraeni's (2023) conclusion that Google Form serves as an effective documentation and reporting tool in educational institutions, strengthening accountability and transparency.

When compared with earlier works (e.g., Rahman & Yunus, 2022; Amin & Sundari, 2020; Iftakhar, 2021), this study provides a more holistic description of how teachers integrate Google Form into their assessment cycle. Previous research primarily emphasized advantages such as practicality, usability, and teacher satisfaction. In contrast, this research outlines a complete, operational, and context-specific workflow that includes planning, design, technical administration, and analytical reflection.

This workflow perspective contributes to a deeper understanding of how digital assessment tools can function as pedagogical partners rather than simply digital substitutes for traditional paper tests. It reveals how technology intersects with teacher judgment, curriculum alignment, and reflective teaching within an Islamic senior high school context an area that remains underexplored in current literature.

Overall, the findings suggest that teachers at this school perceived Google Form as a highly effective and practical digital assessment tool. The four stages planning, designing, implementing, and evaluating demonstrate a coherent and pedagogically aligned workflow that supports validity, efficiency, and instructional improvement. Teachers used Google Form not merely for convenience but as a comprehensive platform for interactive, flexible, and data-driven assessment.

This supports Jisc's (2021) assertion that effective digital assessment requires synergy between technology, pedagogy, and learner engagement. In this study, teachers demonstrated growing digital competence and independence, using Google Form to enhance assessment transparency, promote reflective instruction, and strengthen the connection between teaching, testing, and learning. The process underscores that meaningful digital assessment is not solely about mastering tools but about designing experiences where assessment informs, supports, and enriches the learning process.

## Conclusion

This study investigated how English teachers at Islamic Senior High School Medan, Indonesia created assessment questions using Google Form by examining the stages of planning, designing, implementing, and evaluating. The findings

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

indicate that the teachers followed a structured and reflective workflow that aligns with principles of digital assessment. In the planning stage, teachers aligned learning objectives with assessment purposes to ensure clarity and constructive alignment. During the designing stage, teachers made use of Google Form features such as quiz mode, automated scoring, sectioning, and feedback functions to develop assessments that were practical and pedagogically relevant. In the implementation stage, teachers adopted flexible online and offline strategies to ensure accessibility for students with varying levels of internet stability. Finally, in the evaluation stage, teachers utilized automatically generated analytics to reflect on student performance and adjust subsequent instruction.

Overall, the findings show that Google Form served not only as a digital platform for delivering tests but also as a tool that supported interactive feedback, flexible assessment administration, and data-driven instructional decisions. The study concludes that the teachers' approach reflects increasing digital competence, autonomy, and pedagogical awareness in integrating technology into assessment practices. However, the findings should not be generalized to all educational contexts, as the study focused on a small number of teachers within one Islamic senior high school.

This study was limited to English teachers in a single school, and the data relied mainly on interview responses and documentation. Classroom observations were not included, which may restrict the depth of understanding of teachers' real-time assessment practices.

Based on the findings, several suggestions can be proposed. First, future research may expand the participant scope to include teachers from different schools or educational levels to provide a broader understanding of digital assessment practices. Comparative studies between subjects or institutions may also offer deeper insights into factors influencing teachers' adoption of Google Form. Second, researchers are encouraged to incorporate classroom observations, student perspectives, or analysis of assessment artifacts to strengthen data triangulation and provide a more comprehensive view of digital assessment implementation. Third, institutions may consider providing ongoing digital literacy training to help teachers further optimize Google Form features, particularly for higher-order thinking skills and formative assessment strategies.

These recommendations aim to support the advancement of digital assessment research and encourage more effective integration of technology into teaching and evaluation processes.

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