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PLUGIN UTILIZATION GOOGLE FORMS AUTOPROCTOR FOR ASSESSMENT OF STUDENT LEARNING OUTCOMES

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Abstract
Competence in the use of information technology in the learning process and learning evaluation which is increasingly oriented towards technology can no longer be avoided. Evaluate student learning outcomes with a free multi-platform digital evaluation utilizing existing facilities including Google Form. This application can be used to carry out assessments such as quizzes and collect responses.However, in practice there is a lot of fraud in the assessment or evaluation process. This research was conducted to determine the effectiveness of utilizing the evaluation process for teaching and learning activities through online evaluation with the Google Form application and exam supervision through proctoring with the help of the Autoproctor Plugin. This research uses a descriptive qualitative approach, with data collection techniques in the form of tests and documentation. The subjects of this research involved students in class VIII K at SMPN 4 Cirebon City. The application of the Autoproctor plugin on Google Form has proven to be effective in the process of assessing student learning outcomes. Also, another advantage is that using the Autoproctor Plugin is free.
Keywords: Assessment, Google Form, Autoproctor Plugin

INTRODUCTION

Now information technology has become a necessity for everyone, which has penetrated into the world of education. Currently, every implementation of the teaching and learning process has gone through an evolutionary stage. The existence of information technology that supports changestouching on the way of learning, with technology learning can be done online and can be doneanywhere. Not only the learning process, but the evaluation process is also carried out by utilizing information technology.

The evaluation or examination process carried out by schools has implemented online exams, even without physical supervision. Computer-assisted testing is a learning evaluation tool using computer assistance as a medium. Through computer-assisted exams the evaluationprocess becomes faster, scores can be corrected automatically and with the help of algorithmsfrom the exam system questions can be presented randomly with a balanced weight. In the case of computer-aided evaluation, the computer is used by students as a *client device* to access the exam organized by the teacher.

The competence of using information technology in the learning process and learning evaluation that is increasingly technology-oriented is inevitable. Evaluation of student learning outcomes with a free digital evaluation multiplatform utilizing existing facilities including *google form* (Rahmanto et al., 2023). In the platform that has been provided such as.This *Google form* can be used by anyone such as teachers, but not only teachers can use the platform. Like students, students, and office employees can also use the platform. It can be seen that technology and information can help in all fields, not just education. (Lismawati etal., 2021).

The availability of *Google Form* Apps has grown in popularity during the COVID 19 pandemic. The app can be useful for a variety of purposes, including online learning, working from homeand assessment. It can be used to conduct assessments such as quizzes and collect responses.It can also be used to manage grades, where the app can be utilized as an additional aid in teaching and learning. *Google forms* can also be used on mobile devices, cell phones, and desktops for which no additional fees are required. (Ishom, 2021).

However, in practice, there is a lot of cheating in the exam. Exams that are conducted online without physical supervision favor cheating. Cheating in exams has become a widespread phenomenon around the world regardless of the level of development. Therefore, conventional cheating detection methods may no longer be fully successful in preventing cheating during examinations. Online examinations are an integral and vital component of E-learning. Student exams in E-learning are delivered remotely without any monitoring from a physical proctor which can be utilized bystudents in cheating. Various cheating can occur and this violates the exam, such as studentscan exchange network information during exam time or students can access information by browsing from the internet.

Based on this background, teachers as the frontline of education need adequate provision in following the development of education towards a digital technology system. Online-based learning evaluations need to be owned by teachers so that learning outcomes are better. The spirit of honesty needs to be nurtured in students so it is very necessary to design a credible online evaluation system so that there is no room for students to cheat. Thisstudy was conducted to determine the effectiveness of the utilization of the evaluation processof teaching and learning activities through online evaluation with the *Google Form* application and exam supervision through *proctoring* with the help of *Plugin Autoproctor*. Online evaluation and the addition of *proctoring* is an attempt to administer online tests so that learners are observed or through webcam video and audio recordings (K. Sando, 2021).

METHOD

This research uses a descriptive qualitative approach to answer the research objectives. According to Sugiyono, descriptive qualitative pedekata is to analyze data by describing the data that has been collected as it is without intending to make conclusions that can be appliedto the public or generalizations (Thohir & Muslimah, 2020). The data collection techniques used are in the form of test techniques, and documentation. Tests are conducted online and this test is conducted to determine the level of understanding of students of certain materials.Also, to concretely describe the level of honesty during the test. While documentation, in theform of a screen capture (scrensheot), when students conduct learning evaluations or tests online.

The research instruments are researchers as the main instrument and test questions

made through google form with the addition of the autoproctor plugin as a supporting instrument. The subjects in this study were students of class VIII K SMP Negeri 4 Kota Cirebon. This research uses instruments in the form of *google form* to evaluate the learning material that has been learned, then *google* links. The *form* is distributed to students through devices. After observation, the next step is to analyze the recapitulation of answers to find out the results of this study.
Related to data validity in this study using triangulation techniques. Triangulation techniques, namely different data collection techniques including observation, tests, and documentation to get data from different sources. The data obtained will be checked again with a documentation study. Then the data is analyzed through three stages, namely data reduction, data presentation, and conclusion drawing. This technique is used to test credibilityby confirming the data obtained

RESULTS AND DISCUSSIONS

Based on the results of tests and observations conducted by researchers, students responded well to the use of the *Google Form* application as a learning medium, especially for the implementation of student learning evaluations. The effectiveness of using the *Google Form Autoproctor Plugin* for the implementation of student learning evaluations in class VIII K SMP Negeri 4 Kota Cirebon is a total of 23 students who are respondents. The following is a table of students who have taken a learning test or evaluation.

Table 1. Student Learning Evaluation Results Using Autoproctor Plugin

No.	Name	Trust Score	Face Not Detected	Sound Detected	Switch Tabs	Detected Two Faces	Time
1.	Subject 1	-	516	-	2	-	
2.	Subject 2	0%	313	14	3	-	22 minutes
3.	Subject 3	0%	1232	26	-	-	57 minutes
4.	Subject 4	0%	298	3	1	-	25 minutes
5.	Subject 5	14%	227	31	-	-	11 minutes
6.	Subject 6	23%	357	4	-	-	20 minutes
7.	Subject 7	24%	114	4	-	-	7 minutes
8.	Subject 8	33%	96	2	4	-	18 minutes
9.	Subject 9	33%	174	46	-	-	26 minutes
10.	Subject 10	35%	153	19	-	-	12 minutes
11.	Subject 11	41%	161	71	-	1	16 minutes
12.	Subject 12	55%	-	2	1	-	17 minutes
13.	Subject 13	55%	-	2	1	1	18 minutes
14.	Subject 14	55%	141	2	1	-	23 minutes
15.	Subject 15	58%	98	1	-	4	13 minutes
16.	Subject 16	59%	94	-	1	-	12 minutes
17.	Subject 17	71%	83	30	-	3	26 minutes
18.	Subject 18	71%	5	1	1	-	12 minutes
19.	Subject 19	71%	77	26	3	1	23 minutes

20	Subject 20	99%	2	-	-	-	5 minutes
21.	Subject 21	100%	-	1	-	1	12 minutes
22.	Subject 22	100%	-	1	-	-	7 minutes
23.	Subject 23	100%	-	-	-	-	9 minutes

Based on the table above, it can be seen that the trust score recapitulated by the *Autoproctor Plugin* provides excellent results. The *Autoproctor plugin* provides surveillancein the form of face detection, voice, screen switching, double faces, and of course the test taking time. Some learners even scored 100% on the trust score. It can be said that the learners in question do not commit any cheating acts when conducting learning evaluations or tests

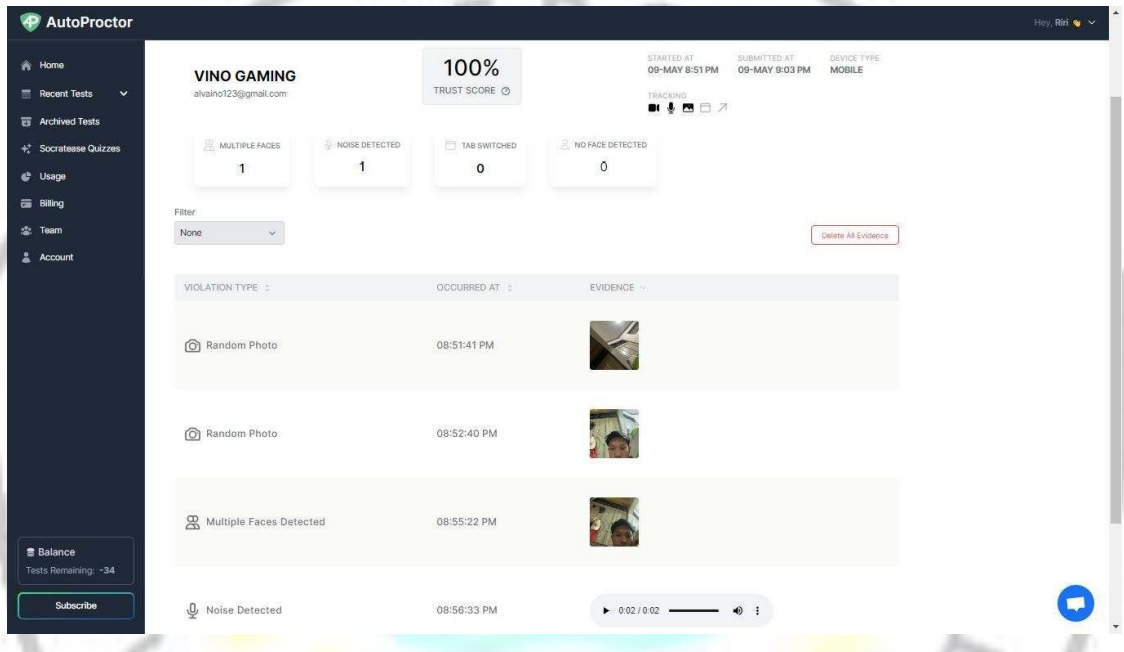

Figure 1. Result of Alvaino Rizki Bayhaki

The image above shows that Alvaino Rizki Bayhaki has a 100% trust score. However, in the *Autoproctor Plugin*, Alvaino was detected cheating in the form of two faces and voices.If you look again and look more clearly, the two. The face detected was a t-shirt and hat hanging on the door handle. Thus, Ai in the *Autoproctor Plugin* describes the object as another person. Meanwhile, the sound detected isan outside noise caught by the device's microphone, not a conversation about questions or answers. So, it is certain that Alvaino did not commit any cheating.

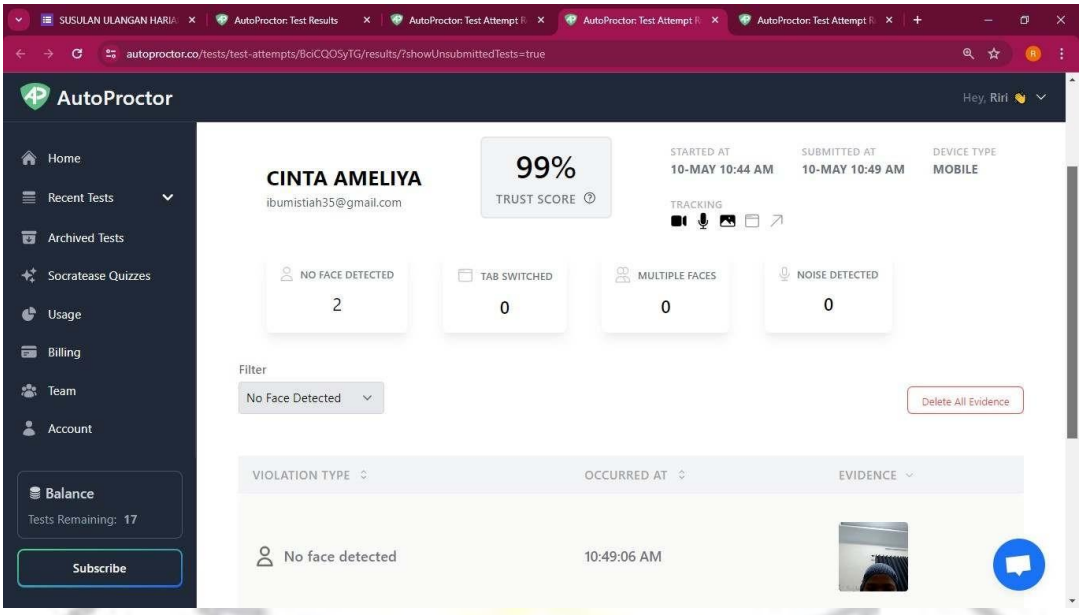

Figure 1. The result of Ameliya's love

Cinta Ameliya's results show a 99% confidence score, even though the number of detected cheats is the same as Alvaino's, namely two cheats. The only thing that is different is the category of cheating. Based on the picture above, it can be seen that Cinta's face was not detected twice and the processing time of the test or learning evaluation was only carried out for five minutes, faster than Alvaino. So, it can be said that the processing time of the test or evaluation also greatly affects the final result of the trust score. This is because the researcher has set the maximum time limit for the test or learning evaluation for 60 minutes. So, the test time is included in the divider category in the percentage of the trust score.

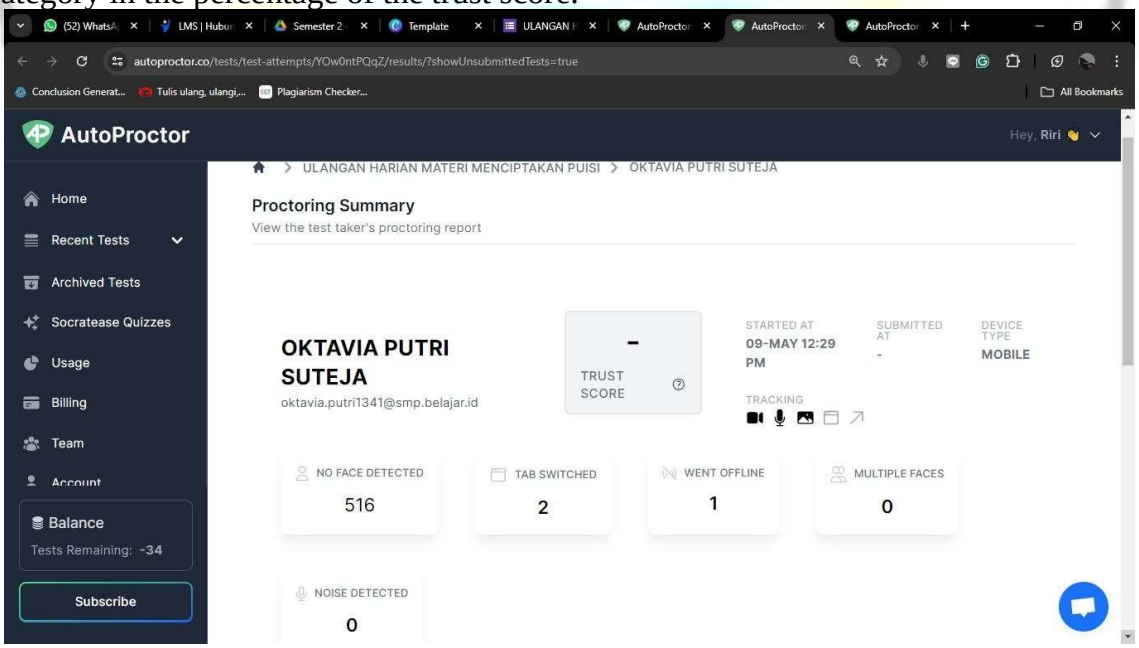

Figure 3. Results from Oktavia Putri Suteja

The results above show that Oktavia does not have a confidence score. This is because the learner did not complete the test to the end. Evident from the empty *submission* or collection time. In the process the use of the *Autoproctor Plugin* there are two

submissions, namely the first *submit*in the form of a "Submit" command to send the answers in the google form. While the second *submit is in the* form of a *"Click After Submitting Test" command* to end the test. Although, students have sent answers but the test time will still run if they do not submitthe second one.

The application of the Autoproctor Plugin on Google Form has proven effectivein the process of assessing student learning outcomes. This *Autoproctor plugin* has several disadvantages, including that the question maker can only access or see about 25 answers. If it exceeds 25 answers, it must be updated to paid access and can only see five answers. However, this can be overcome by seeing or confirming the answers of fivestudents. Then, answers that have been viewed or confirmed can be deleted. After deleted, other learners' answers will appear. Thus, educators can see the overall results of learner monitoring during tests or learning evaluations for free.

CONCLUSION

The application of the *Autoproctor Plugin* on *Google Form* has proven to be effective in the process of assessing student learning outcomes. The students can be monitored properly during the evaluation proc es s. Although the evaluation or test iscarried out in Online. The existence of the *Autoproctor Plugin* can also be used as a consideration for educators to give grades to students based on their level of honesty. Also, this *Autoproctor Plugin* can be accessed by educators for free.

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