

Teacher and Student Collaboration in Selecting Digital Learning Resources Using Google Forms: Case Study at State Vocational School 1 Tondano, Minahasa Regency, North Sulawesi

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ABSTRACT

This study aims to describe and analyze: (1) The role of Google Form in facilitating teacher-student collaboration in the selection of digital learning resources; (2) The implementation of teacher-student collaboration in selecting digital learning resources using Google Form; and (3) The supporting and inhibiting factors in the implementation of such collaboration. This research employed a qualitative method with a case study approach. The research procedures included: (1) Case selection, (2) Data collection through interviews, observation, and documentation, and (3) Data analysis. Data collection techniques consisted of interviews, observations, and document analysis. The results show that Google Form plays a significant role in supporting teacher-student collaboration through several aspects, namely: collecting students' learning resource preferences, sharing and recommending resources, encouraging self-directed learning, creating a more democratic and inclusive learning environment, and fostering students' sense of ownership in the learning process. The collaboration process took place through several stages, including teacher planning, distribution of the Google Form to students, student responses, teacher analysis of the data, and the use of the results to determine appropriate learning resources. Supporting factors for this collaboration include adequate access to technology, high student participation, availability of time and resources, and ease of data processing using Google Form. Inhibiting factors include limited technology access, varying levels of digital literacy, time constraints and lack of focus, students' unpreparedness, and teachers' difficulty in processing data. In conclusion, the use of Google Form has proven effective in enhancing student participation and engagement in the learning process, provided that sufficient digital infrastructure and literacy are in place for all parties involved.

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INTRODUCTION

Education is an important need in human life and influences the development of a nation and state to achieve national ideals. In the National Education System Law Number 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Sanjaya, 2015).

A figure in the world of education, Ki Hajar Dewantara, who is the Father of National Education, said that education can guide all the natures that children have so that they can achieve the highest safety and happiness (Sutikno, 2018). The nature in question is the nature of nature and the nature of the times. The nature of nature is related to the nature and environment in which students are, namely the strength, potential, or state of self that is naturally inherent in each student. While the nature of the times is related to the skills (soft skills) given to students so that they live and work in accordance with the development of the times, namely the strength, potential, or state of self that changes according to social conditions, community culture or developments of the times (Suharsono, 2021).

One of the current developments is the rapid development of information and communication technology (Suartama, 2014). This development brings significant changes in various aspects of life, including the world of education. One of the innovations that has changed the learning landscape is the use of digital learning resources. Interactive and interesting digital learning resources are increasingly widespread (Welong, KD, Tambingon, H. N, Rotty, VN J 2022). These learning resources offer greater flexibility, accessibility, and richer variety compared to conventional learning resources.

In the context of learning in schools, the role of teachers has changed, teachers are no longer just conveyors of information, but also as learning facilitators. Teachers are not only required to master the subject matter, but also to be able to choose and utilize learning resources that are appropriate to the needs and characteristics of students (Fitriani, 2020). Because today's students are more familiar with technology and have diverse learning styles. Teachers and students are expected to have complementary roles in the learning process.

However, in reality, in learning at school, teachers cannot achieve the desired goal, namely learning success. There are various challenges that arise such as lack of effective communication, time constraints, and limited access to resources often become obstacles in this process. So that the process of selecting the most effective and relevant digital learning resources is often considered difficult. So that through collaboration between teachers and students, it is hoped that the selected learning resources can increase students' learning motivation, while supporting the learning objectives that have been designed by the teacher.

One interesting example of collaboration is the use of Google Forms in the process of selecting learning resources. Google Forms is a platform that allows users to easily create various types of forms, quizzes, and surveys online (Wibawanto, 2020). The features offered by Google Forms, such as ease of use, flexibility, and integration with other Google services, make it an attractive tool to use in various learning activities, including in the process of selecting learning resources. This tool allows teachers to collect input from students regarding their preferences for digital learning

resources in an efficient and structured manner (Sianipar, 2019). By utilizing Google Forms, teachers can involve students in the decision-making process, thereby creating a sense of ownership and shared responsibility in the learning process.

This study aims to explore more deeply the collaboration between teachers and students in selecting digital learning resources. By taking SMK Negeri 1 Tondano as a case study, this study will reveal how teachers and students interact in selecting digital learning resources through the Google Forms platform, as well as what factors influence the collaboration process. The results of this study are expected to contribute to the development of more effective and student-centered learning practices.

Google Form as a "digital platform that allows the creation of forms or surveys that can be filled out by respondents via the internet, which is very useful in collecting academic or non-academic data, and provides convenience in analyzing the results. Slamet, J (2016) Google Form is an application in the form of a form template or worksheet that can be used independently or together with the aim of obtaining information from users. Google Forms can be interpreted as a tool that can help in sending surveys, planning an event, collecting information efficiently and easily. Google Forms is a service from Google that is included in Google Drive along with Google Docs, Google Slides, and Google Sheets.

METHOD

The most appropriate type of research is qualitative research with a case study approach. This study aims to deeply understand the collaboration, and experiences of teachers and students in a specific context (SMK Negeri 1 Tondano). Case studies are also used by researchers as a tool to collect rich and diverse data, such as interviews, observations, and documents. Case studies can help identify complex patterns and relationships between the variables studied. The characteristics of qualitative research with a case study approach aim to understand the meaning and experience of the research subjects. The data collected are qualitative, such as words, pictures, and videos. Data collection methods are in-depth interviews, participant observation, and document analysis. Data analysis is carried out inductively, by finding patterns and themes from the collected data.

Data analysis techniques in this study use content analysis techniques. After the data is collected, the next step is to reduce the data. Selecting data that is relevant to the research question, then making a summary or important notes from the collected data. Next, coding; namely giving a code or label to each unit of information (eg, sentences, paragraphs or open-ended survey answers) that is relevant to a particular theme or category.

In checking the validity of the data from this study, it was tested through several criteria, namely credibility, transferability, dependability, and confirmability. Credibility relates to the level of trust in the research results; transferability concerns the extent to which the findings can be applied to other contexts; dependability relates to the consistency of the results; and confirmability refers to the objectivity of data that is free from researcher bias.

RESULT AND DISCUSSION

Data collected through interviews, observations and documentation, analyzed in depth to provide an overview of the role of Google forms in facilitating teacher and student collaboration in selecting digital learning resources, teacher and student

collaboration in selecting digital learning resources using Google forms and factors that support and hinder the implementation of teacher and student collaboration in selecting digital learning resources using Google forms.

1. The Role of Google Forms in Facilitating Teacher and Student Collaboration in Selecting Digital Learning Resources

Google Form is an online application used to conduct evaluations, create online forms, and collect data that can be arranged using spreadsheets. Google Form also greatly supports the world of education because it simplifies the evaluation process and collects data automatically. Triningsih (2020). The role of Google Form includes 5 things, namely Collecting learning resource preferences, Sharing and recommending learning resources, encouraging independent learning and a sense of responsibility, creating a more democratic and inclusive learning environment, and building a sense of ownership and responsibility for learning.

Collecting learning resource preferences is one of the main roles of Google Form, where teachers create forms containing questions related to the types of learning media that students prefer, the platforms they often use, and the learning styles that are most comfortable for them. This process provides real results about students' learning needs. By using Google Form, teachers can identify these characteristics directly from students, so that the process of selecting learning resources becomes more targeted and student-centered. In addition, Suartama's opinion (2014) supports that technology such as Google Form can strengthen data-driven learning, namely learning that is based on concrete data to increase teaching effectiveness.

Google Form also serves as a means to share and recommend learning resources between students, from teacher to student, and from student to teacher. In the form there are questions that are answered with short answers, so that students can provide recommendations for digital learning resources that they know and consider useful. The teacher then summarizes the recommendations and shares them with all students. According to Daryanto (2013), collaboration in learning will enrich the learning process because students can learn from various sources and experiences of peers. Thus, Google Form becomes a medium to bring together various learning experiences, creating a constructive and collaborative sharing process.

Involving students in the selection of learning resources can also encourage independent learning and foster a sense of responsibility for their own learning process. When students are given the opportunity to determine the media and learning materials that they consider appropriate, they will be more motivated and feel responsible for understanding the material. Knowles (1984) in andragogy theory states that effective learning occurs when students feel they have control over what they learn. Although this concept was developed for adults, the principles remain relevant in secondary education, especially in the context of flexible and independent digital learning. Google Forms allows teachers to make students more active and reflective of their own learning habits, which ultimately fosters learning independence slowly,

Google Form can be used to create a democratic and inclusive learning environment. All students have an equal opportunity to express their opinions, without having to feel embarrassed or afraid to speak in class. This is especially useful for students who tend to be quiet or lack confidence in direct discussions. Google Form acts as a bridge of equal communication between teachers and students, where every student's voice has the same value in the eyes of the teacher. Thus, decisions regarding

digital learning resources are not only determined by the teacher, but are the result of two-way communication that values student contributions equally.

When students feel directly involved in the process of selecting learning resources, a sense of ownership of the learning process itself will grow. This can increase learning motivation and awareness that learning success is a shared responsibility, not only the responsibility of teachers, but also students. Google Form provides space for students to contribute to decision-making, which indirectly strengthens the emotional connection between students and their learning activities. This sense of ownership will strengthen student collaboration and responsibility in achieving mutually agreed learning goals.

2. Teacher and Student Collaboration in Selecting Digital Learning Resources using Google Forms

The initial stage in the collaboration of selecting digital learning resources is the planning carried out by the teacher. In this stage, the teacher designs questions that will be entered into Google Form, which aims to explore students' preferences for digital learning resources. Questions include preferred sources such as learning videos, digital articles, e-books, or online learning platforms to recommendations from students themselves. According to Majid (2011), good learning planning must consider the needs, characteristics, and learning styles of students. By using Google Form as part of the planning, teachers strive to achieve learning objectives tailored to students' needs. At the same time, providing space for them to be actively involved. In addition, this planning reflects the principle of student-centered learning, where the teacher acts as a facilitator, not the only source of information.

After designing the form, the teacher then shares the Google Form with students. This process is usually done through online learning platforms such as Google Classroom, WhatsApp Group, or email. The purpose of this stage is to provide access to students so that they can fill out the questionnaire anytime and anywhere. According to Anderson (2008), the use of technology in learning allows for more flexible communication and is not limited by space and time. Distributing Google Forms to students is a form of digital communication that makes it easier for students to be involved in the process of filling out the form. The teacher also provides an explanation or instructions before filling it out so that students understand the purpose of the questions asked and the importance of their involvement in this process for the smooth running of the collaboration process.

The next stage is the filling of the Google Form by students, they are asked to fill it in according to their respective experiences, preferences and learning needs. In this case, students have the freedom to express their opinions without pressure or short time limits. Filling out this form is also an initial form of reflection-based learning, because students are invited to rethink how to learn most effectively for them.

After the Google Form is filled out by students, the teacher will process and analyze the incoming data, this data is usually presented automatically by Google Form in the form of graphs, diagrams and spreadsheets, making it easier to analyze the results of students' answers. According to Sugiyono (2015), decision making in education should be based on valid and relevant data. By analyzing the results of Google Form, teachers have an objective basis for determining the type and form of learning resources that best suit the characteristics of their students.

The final stage of this collaboration is when the teacher delivers learning resources to students, based on the results of the analysis from Google Form. The learning resources chosen are not solely based on the teacher's assumptions, but are

also the result of student agreement through filling out the form. According to Hamalik (2019), learning will be more effective if students feel involved in the process and understand the relevance of the material to their needs. Therefore, delivering learning resources that have been adjusted to student preferences will increase student involvement, interest, and motivation in learning.

3. Factors that Support and Inhibit the Implementation of Teacher and Student Collaboration in Selecting Digital Learning Resources using Google Forms

The implementation of collaboration between teachers and students in selecting digital learning resources through Google Forms is highly dependent on various supporting factors. Effective collaboration is influenced by technical aspects, time availability, participation, and efficiency of the system used and most importantly the willingness of teachers and students. The following are some of the main factors that support the success of the implementation: (1) Access to adequate technology, (2) High student participation (3) Availability of time and resources (4) Ease of data processing.

The first factor in using Google Form as a collaboration tool is access to adequate technological devices and internet connections, both by teachers and students. Without proper access, participation in filling out forms and using digital learning resources will be hampered. According to Warsita (2008), the use of educational technology is highly dependent on the availability of supporting facilities and infrastructure, such as hardware, software, and internet networks. In this case, schools that have good digital infrastructure tend to be more prepared to carry out the collaboration process. In addition, mobile devices such as smartphones also make it easier for students to access and fill out Google Forms anywhere and anytime, so that this process is more flexible and reaches more students.

The success of this collaboration is largely determined by the level of student participation in the Google Form filling process and their active involvement in selecting digital learning resources. The higher the participation, the more representative the data collected by the teacher, so that the decisions taken are more accurate and relevant. According to Daryanto (2013), student involvement in the learning process will increase learning motivation and a sense of ownership of the activities carried out. Google Form provides space for students to express their preferences without pressure, thus opening up opportunities for wider participation, including students who are usually passive in class discussions. High participation also shows an awareness that they are an important part of the learning process, not just as recipients of information.

The next factor is the availability of time and resources, both from the teacher and student side. Teachers need time to formulate questions, analyze data, and adjust learning materials based on the data obtained. From the student side, they also need time to fill out the form seriously. According to Sudjana (2005), planning and implementing quality learning requires efficient management of time and resources. Google Form also helps save resources such as paper and stationery, thus supporting efficiency in technology-based learning.

Another important factor is the ease of data processing and data analysis offered by Google Form. This platform automatically presents the results of the answers in the form of graphs, tables, diagrams, and spreadsheets that are easy for teachers to read and analyze. According to Sugiyono (2015), the use of technology in data collection allows teachers or researchers to obtain information faster and more accurately for decision-making purposes. With this convenience, teachers can

immediately take further steps such as compiling materials or selecting learning resources that are in accordance with the results of Google Form. This convenience also makes the collaboration process more efficient and does not require complex statistical or technical skills, so that teachers from various backgrounds can make optimal use of this Google Form.

Although Google Form provides many conveniences in bridging collaboration between teachers and students in selecting digital learning resources, there are a number of obstacles or weaknesses that can interfere with the effectiveness of its implementation. These obstacles come from the technical side, human resources, to the readiness of the learning system.

The following is a discussion of these inhibiting factors: The first is limited access to technology, such as digital devices (computers, laptops and smartphones), unstable internet connections, and the unavailability of credit or data quotas. This causes not all students to be able to participate in filling out this Google Form optimally. According to Warsita (2008), educational technology can only be utilized optimally if all students have equal access to supporting facilities and infrastructure. The digital divide is still a problem in various regions in Indonesia, especially in areas where internet infrastructure is not evenly distributed.

Furthermore, differences in digital literacy levels between students and even between teachers are also obstacles in implementing Google Form-based collaboration. Some students have difficulty understanding how to fill out, access forms, or are not used to using digital platforms in the context of learning. In addition, teachers who are not familiar with Google Form features may also have difficulty designing, sharing, and analyzing form results.

Another factor that often becomes an obstacle is limited time and focus, both from teachers and students. In dense learning conditions, filling out Google Forms can be considered an additional activity that is not urgent, so students ignore it. Or vice versa, when there are many assignments from other lessons, students fill out the form in a hurry. According to Sudjana (2015), the effectiveness of learning is greatly influenced by good time management. Teachers can also have difficulty setting aside time to conduct in-depth analysis of results due to the heavy workload.

Some students also showed a lack of mental readiness and motivation to be actively involved in the process of selecting digital learning resources. They considered the process unimportant, did not feel that their opinions would have an impact, or did not have an idea of the learning resources they needed. According to Hamalik (2019), students' learning readiness includes physical, mental, and emotional aspects. If students are not psychologically ready to be involved, then their participation in filling out the Google Form will be low, both in terms of quantity and quality of answers. In addition, students who are accustomed to traditional learning patterns tend to be passive and wait for teacher direction, so they lack the initiative to be actively involved.

Although Google Form automatically presents data in the form of graphs, diagrams or spreadsheets, not all teachers are familiar with the data analysis process. Especially when the results obtained are diverse and numerous. This condition is a serious obstacle in efforts to realize learning that is responsive to students' needs and preferences.

CONCLUSION

Based on the description of the research results, it can be concluded as follows that Google Forms has a significant role in facilitating collaboration between teachers and students in selecting digital learning resources at SMK Negeri 1 Tondano. This role includes several important aspects, namely: Collecting student learning resource preferences quickly and systematically. Sharing and recommending learning resources based on actual data from students. Encouraging independent learning and a sense of responsibility, because students are involved in the process of selecting relevant materials. Creating a more democratic and inclusive learning environment, by providing space for all students to voice their needs. Building a sense of ownership of the learning process, because students are no longer just passive but also active in learning. Furthermore, teacher and student collaboration in selecting digital learning resources using Google Forms is formed through structured stages, namely: 1) Preparation and planning by teachers, such as compiling relevant questions in the form, 2) Teachers share Google Forms with students via digital media (WhatsApp, e-mail or LMS), 3) Students fill out Google Forms, which reflect their preferences and needs for digital learning resources, 4) Processing and analysis of results by teachers, using Google Form's automatic features to see the results of student choices, 5) Teachers deliver and use the selected learning resources, so that learning becomes more appropriate to the student's context.

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