



Students' Perceptions of the Constructivist Approach and Google Form Application for Drama Appreciation Learning

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ABSTRACT

The Google Form application as an alternative learning media for drama appreciation in high schools using a constructivist approach is expected to have a positive influence on students. This study aims to describe: 1) students' perceptions of the usefulness of the Google Forms application containing a constructivist approach in learning drama appreciation; 2) students' perceptions of the ease of using the Google Forms application containing a constructivist approach in learning drama appreciation; 3) students' perceptions of liking the Google Forms application containing a constructivist approach in learning drama appreciation. This study uses a quantitative descriptive method. The population of this study was 38 students of grade X of SMA Negeri 12 Pekanbaru. This study used a total sample. Data were collected using a questionnaire using a Likert scale based on Google Form. Data were analyzed using descriptive statistics, namely mean and percentage. The results of the study: 1) students' perceptions of the usefulness of the Google Forms application integrated with a constructivist approach in learning drama appreciation reached a mean of 3.54 (high interpretation); 2) students' perceptions of the ease of implementing the Google Forms application integrated with a constructivist approach in learning drama appreciation reached a mean of 3.58 (high interpretation); 3) Students' perceptions of liking the Google Forms application containing a constructivist approach in drama appreciation learning reached a mean of 3.84 (high interpretation).

Keywords: students' perceptions, constructivist approach, google form applications, drama appreciation learning

Persepsi Siswa tentang Aplikasi Google Form Bermuatan Pendekatan Konstruktivisme untuk Pembelajaran Apresiasi Drama

ABSTRAK

Aplikasi google form menjadi alternatif media pembelajaran apresiasi drama di sekolah menengah menggunakan pendekatan konstruktivisme diperkirakan mendatangkan pengaruh positif kepada siswa. Penelitian ini bertujuan mendeskripsikan: 1) persepsi siswa tentang kegunaan aplikasi Google Forms bermuatan pendekatan konstruktivis dalam pembelajaran apresiasi drama; 2) persepsi siswa tentang kemudahan menggunakan aplikasi Google Forms bermuatan pendekatan konstruktivisme dalam pembelajaran apresiasi drama; 3) persepsi siswa tentang kesukaan pada aplikasi Google Forms bermuatan pendekatan konstruktivisme dalam pembelajaran apresiasi drama. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian ini adalah 38 siswa kelas X SMA Negeri 12 Pekanbaru. Penelitian ini menggunakan sampel total. Data dikumpulkan menggunakan kuesioner menggunakan skala Likert berbasis google form. Data dianalisis menggunakan statistik deskriptif yakni mean dan persen. Hasil penelitian: 1) persepsi siswa tentang kegunaan aplikasi Google Forms yang terintegrasi dengan pendekatan konstruktivis dalam pembelajaran apresiasi drama mencapai mean 3,54 (interpretasi tinggi); 2) persepsi siswa tentang kemudahan penerapan aplikasi Google Forms yang terintegrasi dengan pendekatan konstruktivisme dalam pembelajaran apresiasi drama mencapai mean 3,58 (interpretasi tinggi); 3) persepsi siswa tentang kesukaan pada aplikasi Google Forms bermuatan pendekatan konstruktivisme dalam pembelajaran apresiasi drama mencapai mean 3,81 (interpretasi tinggi).

Kata kunci: persepsi siswa, pendekatan konstruktivisme, aplikasi google form, apresiasi drama

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INTRODUCTION

Understanding high school students' responses to teaching and learning activities using specific strategies is crucial for teachers. Student responses serve as valuable information for evaluating and revising learning programs. The student response in question concerns the use of learning strategies to achieve the goal of ensuring students understand the drama appreciation material (The learning strategy used is a constructivist approach in the Google Form media with the file upload option. Constructivism is a philosophy of knowledge that emphasizes that our knowledge is our own construction (Matthews in Suparno (1997). Bada (2015) states that knowledge is not imitation or reality. Dagar & Yadav (2018) and Bada, 2015; Supardan, 2016; Danoebroto, 2015) state that students must construct their own knowledge individually and collectively. Each student has a set of concepts and skills with which they must construct knowledge to find solutions to problems presented by the environment. The role of society, including teachers, is to provide settings, pose challenges, and offer support that will encourage students to construct knowledge.

Constructivism is a learning process that explains the process of knowledge being constructed in the human mind (Zakaria, 2015). This means that students' knowledge and experiences about something they learn are actively received through the learning process. pre-existing knowledge. This opinion aligns with Sukiman (2008; Razak et al., 2020; Zhang, 2008), who stated that knowledge is not passively received but actively received by each student.

Students construct or construct knowledge in the learning process based on existing ideas or knowledge. In other words, students construct new ideas based on previously formed ideas. Furthermore, Bruner, as referred to by Mahamod (2014), Brooks & Brooks (1993) in Zakaria (2015), and Utami (2016), states that learning is the process of developing new ideas based on students' existing knowledge. Existing knowledge is known as schemas. When schemas are developed, they

transform into schemata.

This research utilizes the constructivism model from Needham. Needham developed five phases in learning (Needham in Mahamod, 2014; Razak, 2020):

- 1) orientation phase, where the teacher arouses students' interest before the main lesson begins; For example, the teacher shows a picture to introduce students to a constructivist learning environment.
- 2) The idea generation phase, where the teacher focuses on students exchanging ideas and reviewing old ideas so that they realize their importance.
- 3) The idea reconstruction phase, where the teacher designs specific activities to help students transform original ideas into objective ones.
- 4) The application phase, where the teacher guides students to apply new ideas.
- 5) The reflection phase, where the teacher guides students to compare new ideas with their previous ideas and reflect on the learning process that led to changes or strengthening of new schemas.

Google Forms is an online service for creating and distributing forms, making it easy and practical to use. Filling out forms is a common daily activity. Almost everyone has filled out a form. With the advancement of technology, forms are now available in digital form and can be created and distributed online. This allows for a wider reach of people filling out forms, and responses are easily and comprehensively collected.

Google Forms is structured in sections. Section 1 is the first page, typically used for writing a title and blank fields to describe the learning objectives and/or instructions for using the Google Form itself, as well as student attributes such as name and WhatsApp number. Subsequent sections are relatively numerous, depending on the number of learning objectives.

Google Forms offers numerous options. These options include paragraphs, short answers, multiple choice, and file upload.



The file upload option allows you to upload a file to answer a Google Form. The file is usually related to the answer. When a constructivist approach is combined with the copying task technique, manual copies (such as teaching materials or answer descriptions) are photographed, resulting in PNG or JPEG files.

Many scientific articles in online journals utilize the file upload option in Google Forms. First, Razak & Elmustian (2024) wrote an article titled "Application of the Process Skills Approach and Copying Task Technique in Online Learning: Strengthening Rhyme Skills in Pantun." They used the file upload option for each copy of the material. Second, Permana & Kurniaman (2024) wrote an article titled "Procedural Paragraph Reading Skills in Google Form-Based Learning Using Copying and Testing Techniques." They also utilized copies of assignment materials and test answer copies as learning techniques.

Third, Damayanti et al. (2024) wrote an article titled "Themes and Messages of Indonesian Literature According to Student Appreciation through Digital Information Technology." The file upload option was used by students to write their perceptions of the themes and messages of Indonesian short stories.

Based on the description above, research is needed to investigate student perceptions of learning. This study is entitled "Student Perceptions of the Usefulness and Ease of Learning Drama Appreciation Using a Constructivist Approach and the Google Form Application."

This study contains two research questions. These questions are:

- 1) What are students' perceptions of the usefulness of the Google Form application which contains a constructivist approach in drama appreciation learning?
- 2) What are students' perceptions of the ease of implementing the Google Form application which contains a constructivist approach in drama appreciation learning?
- 3) What are students' perceptions of enjoyment in implementing the Google

Form application which contains a constructivist approach in drama appreciation learning?

In addition to the problem formulation, this article has two research objectives. These objectives are:

- 1) to describe students' perceptions of the usefulness of the Google Forms application which contains a constructivist approach in drama appreciation learning;
- 2) to describe students' perceptions of the ease of implementing the Google Forms application which contains a constructivist approach in drama appreciation learning;
- 3) to describe students' perceptions of the enjoyment of implementing the Google Forms application which contains a constructivist approach in drama appreciation learning

First, from the principal's perspective, this article is useful because it can be used as supervision material for subject teachers regarding student perceptions of learning materials. Second, from a dual media perspective, this article is also useful because it can be used as a consideration for teachers in using electronic-based learning media in teaching and learning activities. Third, for prospective Indonesian language teacher students, this article is also useful because it can be used as a consideration in selecting research topics and/or as reference material for scientific papers. These are three benefits of research on perception.

Relevant articles can be found in several online journals. First, Doda & Achmad (2025) entitled The Student Responses to the Application of Copying Assignment Techniques in Student Worksheet through Pantun Writing Learning. Student response data on the application of copying assignment techniques in student worksheets in learning to write pantun were analyzed qualitatively through a thematic approach. Data on the similarity of student responses to the application of copying assignment techniques in student worksheets through learning to write

pantun per sample group were analyzed using descriptive statistics through a percentage approach in manual frequency distribution. All data analysis results were also subjected to internal validation. The results of the study: 1) student responses to the application of copying assignment techniques in special teaching materials through learning to write pantun were categorized as like; 2) there was no difference in student responses to the application of copying assignment techniques in student worksheets through learning to write pantun per sample group. Second, Achmadinata & Yusmanika (2025) entitled The Student Responses to Learning English Idioms Through Innovative Strategies Using Google Form Media. The results of the study: 1) students' responses to English idioms were categorized as very like but there were differences in categories per sample group; 2) students' responses to innovative strategies in English idioms were categorized as very like but there were differences in categories per sample group; 3) Students' responses to the use of Google Form media in learning English idioms are categorized as immensely liking and there are no differences in categories per sample group. Third, Jendriadi et al. (2023) entitle The Exposition Text in Online Journal Scientific Articles: Objective Perspective and Level of Difficulty according to Student Perceptions. The 1st finding of this study is that students have the perception that expository texts in online journal scientific articles are easy to understand. Another finding of this study is the low category reading skills of expository texts in online journal scientific articles.

METHOD

This study used a descriptive-quantitative method. Descriptive-quantitative methods are commonly used in basic research. Abubakar (2021), Balaka (2012), and Razak (2017) describe descriptive-quantitative methods as commonly used in various research fields, such as education. Using the descriptive-quantitative method, data on

students' perceptions of the constructivist approach in the Google Forms application for drama appreciation learning were described using a table. The ordinate axis contains four categories, while the abscissa axis contains eight categories in the form of statements. The ordinate axis indicates perceptions of the Google Forms application through a constructivist approach in drama appreciation learning. The abscissa axis represents four perception categories: 1) dislike very much, 2) dislike, 3) like, 4) like very much. Budiaji (2013), Azwar (2012), and Fulcher & Davidson (2007) state that a scale of 1-4 is a simplification of a scale of 1-10. A scale of 1-4 ensures that no perception data falls into the moderate category, as values 1 and 2 correspond to negative assessments, and values 3 and 4 correspond to positive assessments.

The percentage value for each statement on each scale value is calculated by dividing the frequency value by the sample size, which is 38 (the number of samples), and then dividing by 100. For example, the data in Table 1 for statement-1 contains the number 18 for scale value 3. The percentage value is 18 divided by 38 multiplied by 100, which is 47.37.

The mean value for each statement is calculated by summing all the percentage values. The percentage value for statement-1 in Table 1 is 0.00×1 for scale 1, 0.00×2 for scale 2, 47.37×3 for scale 3, and 52.63×4 for scale 4. The total is 320.59. This value is divided by 100 to become 3.205; rounded to 3.21.

The interpretation of the mean perception scale based on the calculation above uses five mean scales. The mean scales are as follows (Razak (2020):

- | | |
|----------------|-----------|
| 1) < 1.51 | very low |
| 2) $1.51-2.00$ | low |
| 3) $2.01-3.50$ | high |
| 4) > 3.50 | very high |

The population of this study was 10th-grade students of SMA Negeri 12 Pekanbaru who participated in drama appreciation learning using



a constructivist approach through Google Forms and submitted the Google Form. There were 38 students, 25 females and 13 males.

This study used a total sample. This means that all members of the population were used as sample members.

The research took place in the odd semester of the 2025/2026 academic year. At the beginning of the study, learning preparations were prepared, including lesson plans and a Google Forms application based on a constructivist approach as a learning medium, and a Google Form as a tool for collecting perception data.

Student perceptions of the constructivist approach in the Google Forms application for drama appreciation learning involved three indicators. Each indicator contained several sub-indicators.

The usefulness indicators for the Google Forms application which contains a constructivist approach in drama appreciation learning contain eight statements: 1) the Google Forms application improves the quality of my learning; 2) the Google Forms application gives me the power to easily control learning; 3) the Google Forms application allows me to complete drama appreciation assignments quickly; 4) the Google Forms application supports critical aspects in my drama appreciation learning; 5) the Google Forms application can increase my drama appreciation productivity; 6) the Google Forms application improved my drama appreciation learning achievement; 7) the Google Forms application allows me to complete more drama appreciation work; 8) the Google Forms application makes it easy to learn drama appreciation outside the classroom.

The usability indicators for the Google Forms application which contains a constructivist approach in drama appreciation learning contain eight statements: 1) the Google Forms application is easy to access; 2) the Google Forms application is easy to access to find section 1 on learning instructions; 3) the Google Forms application is easy to access to find section 1 on filling in attribute

data; 4) easy access to the Google Forms application to find section 2 on the orientation phase in the constructivist approach; 5) easy access to the Google Forms application to find section 3 on the idea generation phase in the constructivist approach to drama appreciation; 6) easy access to the Google Forms application to find Section 4 on the idea reconstruction phase in the constructivist approach to drama appreciation; 7) easy access to the Google Forms application to find Section 5 on the idea application phase in the constructivist approach to drama appreciation; 8) easy access to the Google Forms application to find Section 6 on the idea reflection phase in the constructivist approach to drama appreciation.

Indicators of liking for the use of the Google Forms application contain a constructivist approach in drama appreciation learning contain eight statements: 1) I like when I receive a google form link from the teacher via WA group; 2) I like filling in the attributes in section-1 of the google form; 3) I like being given the freedom to write ideas and upload them in section-1 of the google form; 4) I like working on drama appreciation questions and uploading them in section-2 of the google form; 5) I like copying drama appreciation teaching materials and uploading them in section-3 of the google form; 6) I like answering questions about drama appreciation and uploading them in section-4 of the google form; 7) I like copying aspects of reflection on drama appreciation and uploading them in section-5 of the google form; 8) I like being given the opportunity by the teacher to complete the task of copying drama appreciation materials outside the campus.

The drama appreciation material in the Google Forms for the idea reconstruction phase contains two types of material: 1) drama theory; 2) practice of drama elements, namely prologue, monologue, dialogue, and epilogue.

The above material is commonly used in drama appreciation learning. Lesmana et al. (2021), Zahro & Aprilia (2024), and Humaira et al. (2022) also involved drama theory and practice. The Google Form application was reproduced as

teaching material and learning media for drama appreciation. The Google Form application reproduction activity was based on Needham's five-phase model.

The raw data on student acceptance of the constructivist approach in Google Forms, the file upload option in drama appreciation learning, and student acceptance of the use of Google Forms applications involving a constructivist approach in drama appreciation learning. The data analysis results were validated using a checklist. The data validation was internal, conducted by the researchers themselves.

Data on the perceptions of 10th-grade students at SMA Negeri 12 Pekanbaru and SMA Negeri 15 Pekanbaru regarding the constructivist approach in Google Forms learning were analyzed using descriptive statistics. The appropriate descriptive statistical measures for this analysis were frequency, percentage, and mean because the data were nominal. Experts explain that frequency and percentage analysis are commonly used (Fraenkel et al., 2012; Razak, 2015; Clark et al., 2008; Mahsun, 2014).

RESULT

1. Student Perceptions of the Usefulness of the Google Forms Application which Contains a Constructivist Approach in Drama Appreciation Learning

Data on the perceptions of 10th-grade students at SMA Negeri 12 Pekanbaru regarding the usefulness of the Google Forms application which contain a constructivist approach in drama appreciation learning are presented below. The perception data is presented using Table 1.

Table-1
Students' Perceptions of the Usefulness of the Google Form Application which Contain a Constructivist Approach in Drama Appreciation Learning

No.	Google Applications Usability Statement in Learning	Scale 1-4				Mean	Interpretation
		1	2	3	4		
1	The Google Form application improves the quality of my learning	0	0	18	20	3,47	high
		0	0	47,37	52,63		
2	The Google Forms application gives me the power to easily control learning	0	0	18	20	3,53	high
		0	0	47,37	52,63		
3	The Google Form application allows me to complete drama appreciation assignments quickly	0	0	15	23	3,61	high
		0	0	39,47	60,53		
4	The Google Form application supports critical aspects in my drama appreciation learning	0	0	16	22	3,57	high
		0	0	42,11	57,89		
5	The Google Form application can increase my drama appreciation productivity	0	0	16	22	3,57	high
		0	0	42,11	57,89		
6	The Google Form application improved my drama appreciation learning achievement	0	0	18	20	3,53	high
		0	0	47,37	52,63		
7	The Google Form application allows me to complete more drama appreciation work	0	0	16	22	3,57	high
		0	0	42,11	57,89		
8	The Google Form application makes it easy to learn drama appreciation outside the classroom	0	0	19	19	3,50	high
		0	0	50,00	50,00		
	Mean total					3,54	high



Mean perception of class X students of SMA Negeri 12 Pekanbaru towards the usefulness of the Google Form application integrated with the constructivist approach in drama appreciation learning is 3,54 (high). Highest mean statement (3,61) is the Google Form application allows me to complete drama appreciation assignments quickly. Lower mean statement (3,50) is the last indicator e.g. the Google Form application makes it easy to learn drama appreciation outside the classroom.

2. Students' Perceptions of the Ease of Using Google Forms Applications which Contains a Constructivist Approach in Drama Appreciation Learning

Data on the perceptions of grade X students of SMA Negeri 12 Pekanbaru regarding the ease of using the Google Form application which contain a constructivist approach in drama appreciation learning contains eight statements. The complete data is contained in Table 2.

Table-2
Students' Perceptions of the Ease of Using Google Forms Applications which Contain a Constructivist Approach in Drama Appreciation Learning

No.	Ease of Using Google Forms Applications	Scale 1-4				Mean	Interpretation
		1	2	3	4		
1	Ease of access to the Google Forms application	0	0	17	21	3,55	high
		0	0	44,74	55,26		
2	Ease of access to the Google Forms application to find Section 1 on learning instructions	0	0	16	22	3,58	high
		0	0	42,11	57,89		
3	Ease of access to the Google Forms application to find Section 1 on attribute data entry	0	0	16	22	3,58	high
		0	0	42,11	57,89		
4	Ease of access to the Google Forms application to find Section 2 on the orientation phase in the constructivist approach	0	0	17	21	3,55	high
		0	0	44,74	55,26		
5	Ease of access to the Google Forms application to find Section 3 on the idea generation phase in the constructivist approach to drama appreciation	0	0	15	23	3,61	high
		0	0	39,47	60,53		
6	Ease of access to the Google Forms application to find Section 4 on the idea reconstruction phase in the constructivist approach to drama appreciation	0	0	15	23	3,61	high
		0	0	39,47	60,53		
7	Ease of access to the Google Forms application to find Section 5 on the idea application phase in the constructivist approach to drama appreciation	0	0	14	24	3,63	high
		0	0	36,84	63,16		
8	Ease of access to the Google Forms application to find Section 6 on the idea reflection phase in the constructivist approach to drama appreciation	0	0	19	19	3,50	high
		0	0	50,00	50,00		
	Mean total					3,58	high

Mean perception of class X students of SMA Negeri 12 Pekanbaru towards the ease of the Google Form application which contain a constructivist approach in drama appreciation learning is 3,58 (high). Highest mean statement (3,63) is ease of access to the Google Forms application to find Section 5 on the idea application phase in the constructivist approach to drama appreciation. Lower mean statement (3,50) is the last indicator e.g. ease of access to the Google Forms application to find section 6 on the idea reflection phase in the constructivist approach to drama appreciation.

Table-3
Students' Perceptions of the Liking of Using Google Forms Applications which Contain a Constructivist Approach in Drama Appreciation Learning

No.	Liking of Using Google Forms Applications	Scale 1-4				Mean	Interpretation
		1	2	3	4		
1	I like it when I receive a Google Form link from my teacher via WhatsApp group.	0	0	9	29	3,76	high
		0	0	23,68	76,32		
2	I like filling out the attributes in section 1 of the Google Form.	0	0	8	33	4,11	high
		0	0	21,05	86,84		
3	I like being given the freedom to write ideas and upload them in section 1 of the Google Form.	0	0	6	32	3,84	high
		0	0	15,79	84,21		
4	I like working on drama appreciation questions and uploading them in section 2 of the Google Form.	0	0	6	32	3,84	high
		0	0	15,79	84,21		
5	I like copying drama appreciation teaching materials and uploading them in section 3 of the Google Form.	0	0	8	30	3,79	high
		0	0	21,05	78,95		
6	I like answering questions about drama appreciation and uploading them in section 4 of the Google Form.	0	0	8	30	3,79	high
		0	0	21,05	78,95		
7	I like copying reflection aspects about drama appreciation and uploading them in section 5 of the Google Form.	0	0	7	31	3,81	high
		0	0	18,42	81,58		
8	I like being given the opportunity by my teacher to complete assignments copying drama appreciation materials outside of school.	0	0	7	31	3,81	high
		0	0	18,42	81,58		
	Mean total					3,84	high

Mean perception of class X students of SMA Negeri 12 Pekanbaru towards the ease of the Google Form application which contain a constructivist approach in drama appreciation learning is 3,84 (high). Highest mean statement (4,11) is the second statement e.g. I like filling out the attributes in section 1 of the Google Form. Lower mean statement (3,76) is the first statement e.g. I like it when I receive a Google Form link from my teacher via WhatsApp group.



DISCUSSION

The results of this study indicate that the perception of 10th-grade students at SMA Negeri 12 Pekanbaru regarding the usefulness of the Google Forms application integrated with a constructivist approach in drama appreciation learning yielded a mean score of 3.54. This score is considered high. The large number of sample members choosing a 4 on a scale of 1-4 is believed to be due to several factors, as discussed below.

First, the Google Forms application, through a constructivist approach, provides students with ample opportunity to freely express their opinions in writing on the Google Form itself during the orientation phase. It is thought that students are happy to be given the opportunity to express their opinions. This condition is also found in several articles (Yeni & Yuliandari, 2024; Idowu et al., 2021; Licorish et al., 2018; Pratoloti, 2020; Ulfa et al., 2022).

Second, the Google Forms application, using a constructivist approach, also provides students with the opportunity to freely express their opinions in writing during the idea generation phase, by answering tests as a learning technique on drama theory, in the form of file uploads. This activity is believed to increase achievement motivation, with the hope of achieving optimal answers to all questions. Henry & Cliffordson (2013), Nakamura (2015), Aldi et al., (2025), and Ushioda (2017) stated that student learning motivation is an important asset that must be continuously improved.

Third, the Google Forms application, using a constructivist approach, also provides students with the opportunity to obtain objective teaching materials on drama appreciation during the idea reconstruction phase. As evidence that students have actually read the teaching materials for this lesson, they are required to write down the teaching units. Each piece of writing is photographed and then uploaded. This activity is believed to enhance students' understanding of the drama appreciation

subject through reading. Razak (2004), Harjasujana (2003), Mufidah et al. (2023), Rohani et al., 2025), and Soedarsono (1993) state that reading is a skill. When students write down teaching materials in notebooks to be uploaded, they are essentially reading. The more students take notes on learning material, the more they read. The more and more frequently they read, the more they are guaranteed to understand the content of the reading.

Fourth, the Google Forms application, using a constructivist approach, also provides students with opportunities to practice applying ideas learned in the idea reconstruction phase. However, these practice activities are packaged with terms that encourage students to work diligently. The term "competency test" is used. This activity is also integrated with writing activities in the hope that students will actually read the practice questions. Damayanti & Hamidah (2023), Elmustian & Nushasni (2026), Razak (2000), Aini & Mukhlis, 2022; Bobi et al., 2023) mention tests as a powerful learning technique because they can improve the quality and outcomes of learning.

Fifth, total mean of students' perceptions of the liking of using Google Forms applications which contain a constructivist approach in drama appreciation learning sebesar 4,11. Mean tertinggi ini terjadi pada statemen kedua (I like filling out the attributes in Section 1 of the Google Form). These data indicate that among the many student preferences in learning drama appreciation using a constructivist approach through Google Forms, those related to self-reflection are those related to self-reflection. This means that students really motivates entering their own names, class names, and WhatsApp addresses. Several articles describing students' motivation of self-reflection are found in (Mahad et al., 2021; Nizigama et al., 2023; Lamb, 2012; Nduwimana, 2019; Subari et al., 2022).

CONCLUSION

First, the perception of 10th-grade students at SMA Negeri 12 Pekanbaru regarding the usefulness of the Google Forms application which contain a constructivist approach in drama appreciation learning yielded a mean score of 3.54. This score is considered high.

Second, the perception of 10th-grade students at SMA Negeri 12 Pekanbaru regarding the ease of implementing the Google Forms application which contain a constructivist approach in drama appreciation learning was 3.58. This score is considered high.

Third, the perception of 10th-grade students at SMA Negeri 12 Pekanbaru regarding the liking of implementing the Google Forms application which contain a constructivist approach in drama appreciation learning was 3.84. This score is considered high.

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