



# SEMINAR NASIONAL INDUSTRI BAHASA 2020

POLITEKNIK NEGERI JAKARTA  
Program Studi Bahasa Inggris untuk  
Komunikasi Bisnis dan Profesional (BISPRO)

## KUMPULAN PROSIDING SEMINAR NASIONAL INDUSTRI BAHASA (SNIB) 2020

*“Industri Bahasa di Era Pandemi Covid-19”*

Sabtu, 08 Agustus 2020

### EDITORIAL BOARD

Dra. Ina Sukaesih, Dipl. TESOL, M.M., M.Hum.

Dr. Dra. Eri Ester Khairas, M. Hum

Linda Sari Wulandari, S. Hum., M. Hum

Taufik Nur Hidayat, S. Pd., M. Hum

Amalina Shomani, S. Pd., M.Hum

**ISSN : 2541-5654**



**SEMINAR NASIONAL INDUSTRI BAHASA 2020**

**POLITEKNIK NEGERI JAKARTA**

**PROSIDING  
SEMINAR NASIONAL INDUSTRI BAHASA (SNIB)  
2020**

**“Industri Bahasa di Era Pandemi Covid-19”**

**Sabtu, 08 Agustus 2020**

**EDITORIAL BOARD**

Dra. Ina Sukaesih, Dipl. TESOL, M.M., M.Hum.

Dr. Dra. Eri Ester Khairas, M. Hum

Linda Sari Wulandari, S. Hum., M. Hum

Taufik Nur Hidayat, S. Pd., M. Hum

Amalina Shomani, S. Pd., M.Hum

Program Studi Bahasa Inggris untuk Komunikasi Bisnis dan Profesional  
(BISPRO)

# POLITEKNIK NEGERI JAKARTA

PROSIDING SEMINAR NASIONAL INDUSTRI BAHASA (SNIB) 2020  
Industri Bahasa di Era Pandemi Covid-19

## **Editorial Board:**

Dra. Ina Sukaesih, Dipl. TESOL, M.M., M.Hum.

Dr. Dra. Eri Ester Khairas, M. Hum

Linda Sari Wulandari, S. Hum., M. Hum

Taufik Nur Hidayat, S. Pd., M. Hum

Amalina Shomani, S. Pd., M.Hum

Sabtu, 8 Agustus 2020  
Depok, Jawa Barat, Indonesia

Diterbitkan oleh:  
PNJ Press

Alamat:

Jl. Prof. G.A. Siwabessy, Kukusan, Beji, Depok, Jawa Barat 16424

e-mail SNIB : [snib2020@pnj.ac.id](mailto:snib2020@pnj.ac.id)

e-mail PNJ : [humas@pnj.ac.id](mailto:humas@pnj.ac.id)

Telp : 021-7270036

Website : pnj.ac.id

## KATA PENGANTAR

Assalamu'alaikum warrahmatullah wabarakatuh

Rasa syukur kami panjatkan ke hadirat Allah, Tuhan Yang Mahaesa yang telah memberi petunjuk sehingga acara Seminar Nasional Industri Bahasa 2020 yang dilaksanakan secara daring dapat terlaksana dengan baik. Salah satu luaran dari seminar ini adalah buku prosiding. Prosiding ini merupakan kumpulan makalah yang sebagian diseleksi untuk masuk di Jurnal Epigram Politeknik Negeri Jakarta dan sebagian dalam bentuk buku prosiding seperti yang ada di tangan pembaca saat ini. Di Seminar Nasional Industri Bahasa 2020 (SNIB 2020) ini, kami mencoba untuk membuka peluang penelitian baru untuk melahirkan paradigma baru utamanya dalam masa adaptasi kebiasaan baru (New Normal) masa pandemi Covid-19. Pandemi Covid-19 telah mengubah sebagian besar aspek kehidupan manusia mulai dari ekonomi, sosial, agama, budaya, politik dan pendidikan. Perubahan itu mau tidak mau harus disikapi dengan positif meskipun membawa dampak negatif. Untuk itulah, ide seminar dengan tema Industri Bahasa di Era Pandemi Covid-19 ini diselenggarakan. Seminar ini diselenggarakan guna mengakomodir para cendekiawan, para peneliti, para akademisi dan para pemerhati pendidikan untuk menuangkan temuan-temuan inovatifnya sebagai bentuk kontribusi dalam mencerdaskan kehidupan bangsa sesuai amanat Undang-Undang Dasar 1945 khususnya di era adaptasi kebiasaan baru (New Normal) pandemi Covid-19.

Di kesempatan kali ini, kami mengucapkan ungkapan terima kasih yang sangat mendalam kepada Prof. E. Aminudin Aziz, M.A., Ph.D (Kepala Badan Pengembangan dan Pembinaan Bahasa), Dr. Sugeng Hariyanto, M. Pd (Penerjemah, Dosen Polinema), Eric Tiwa, M. Hum (Penulis Naskah Film Seri untuk Industri Movie Streaming) dan Dra. Lenny Brida, Dipl. Tesol., M. Psi., M. Hum (Pembantu Direktur IV, Dosen Politeknik Negeri Jakarta) pada khususnya sebagai *Keynote Speakers* di plenary session dan kepada para peserta dan pemakalah pada umumnya yang telah menyumbangkan ide dan berbagi pengetahuan untuk mencari solusi bersama dalam rangka mempertahankan atmosfer pendidikan yang tetap kondusif, kreatif, efektif dan inovatif meskipun di era pandemi. Kami juga mengucapkan terima kasih yang sangat mendalam kepada Politeknik Negeri Jakarta khususnya Program Studi Bahasa Inggris untuk Komunikasi Bisnis dan Profesional (Bispro) sebagai jembatan sehingga acara ini bisa terselenggara dan juga kepada Politeknik Negeri Malang yang telah banyak memberi saran dan masukan sehingga acara seminar ini bisa berjalan dengan baik dan lancar. Tak lupa kami juga mengucapkan terima kasih kepada para panitia yang tak kenal lelah dalam mempersiapkan segala perangkat dan persiapan sehingga acara seminar ini bisa berjalan dengan baik dan kondusif.

Pada akhirnya, di tengah merebaknya wabah Covid-19, pendidikan era Revolusi Industri 4.0 dapat diterapkan dengan penyesuaian tertentu. Di sisi lain tuntutan peran peserta didik diharapkan mampu membawa perubahan positif di tengah situasi pandemi melalui pemahaman yang diberikan oleh pengajar. Sudah saatnya para akademisi dan praktisi berkolaborasi dalam mewujudkan "kesempatan" mengabdikan pada negeri di tengah adanya pandemi ini.

Wassalamu'alaikum warrahmatullah wabarakatuh

Depok, 8 Agustus 2020

**DAFTAR ISI**  
**PROSIDING SEMNIAR NASIONAL INDUSTRI BAHASA 2020**  
**POLITEKNIK NEGERI JAKARTA**  
**ISSN: 2541-5654**

<b>Halaman Judul</b> .....	i
<b>Kata Pengantar</b> .....	iii
<b>Daftar Isi</b> .....	iv
<b>DEVELOPING BILINGUAL DESCRIPTION OF SINGHASARI MUSEUM COLLECTION TO IMPROVE VISITOR'S EXPERIENCE</b> Farra Maghfiroh, Sugeng Hariyanto, Titien Indrianti Politeknik Negeri Malang .....	1
<b>LITERACY IN COVID-19 FLYERS IN PORTRAYING INDONESIAN SOCIAL IDENTITY</b> Isti Purwaningtyas Universitas Brawijaya .....	15
<b>ANALISIS ASPEK KEAKURATAN DAN KETERBACAAN TERJEMAHAN PROSES PADA SUBTITLE FILM GROWN UPS (2010)</b> Fannisa Rendhani, Lenny Brida, Tantri Sari Safitry Politeknik Negeri Jakarta .....	22
<b>POTRET PENGGUNAAN BAHASA DALAM KONTEKS COVID-19</b> Juliana Choiriyah .....	33
<b>ANALISIS KEBERTERIMAAN DAN KETERBACAAN PERGESERAN KELAS KATA PADA TAKARIR FILM FROZEN 1 DAN FROZEN 2</b> Laila Syarifah Ilmi, Endang Purwaningrum, Eri Ester Khairas Politeknik Negeri Jakarta .....	44
<b>ANALISIS KULITAS TERJEMAHAN KALIMAT YANG MENGANDUNG NILAI MORAL PADA NOVEL THE LITTLE PRINCE</b> Alya Devi Putri Safira, Adek Sukma Mulya, Sari Puspita Dewi Politeknik Negeri Jakarta .....	60
<b>DEVELOPING A BILINGUAL GUIDEBOOK FOR VISITORS OF DESA SADE LOMBOK</b> Windy Gusti Dwiyantri, Noverita Wahyuningsih, Isnaini Nur Safitri Politeknik Negeri Malang .....	70
<b>ANALISIS KUALITAS TERJEMAHAN PRONOMINA PERSONA DALAM SUBTITLE FILM "SOLO: A STAR WARS STORY"</b> Fanny Putri Hanifah, Ade Sukma Mulya, Supriatnoko Politeknik Negeri Jakarta .....	84
<b>ANALISIS TEKNIK PENERJEMAHAN DAN KUALITAS TERJEMAHAN FRASA NOMINA PADA TEKS BERITA BIDANG SAINS DAN LINGKUNGAN DI SITUS WEB BRITISH BROADCASTING CORPORATION (BBC)</b> Rahayu Nurjanah Politeknik Negeri Jakarta .....	94
<b>ANALISIS KUALITAS TERJEMAHAN FRASA VERBA MODALITAS PADA TAKARIR</b>	

**FILM AVENGERS: ENDGAME**

Ony Agnesatia Choirunisa, Ade Sukma Mulya, Supriatnoko  
Politeknik Negeri Jakarta ..... 105

**ANALISIS TEKNIK DAN KUALITAS TERJEMAHAN IDIOM DALAM BUKU THE SUBTLE ART OF NOT GIVING A F\*CK KARYA MARK MANSON**

Salma Andina, Ina Sukaesih, Eri Ester Khairas  
Politeknik Negeri Jakarta ..... 117

**PILIHAN KAUM MILENIAL DALAM MENGGUNAKAN ISTILAH KESEHATAN DI ERA PANDEMI COVID-19**

Exti Budihastuti  
Badan Pengembangan dan Pembinaan Bahasa ..... 125

**PENGARUH YOUTUBE TERHADAP KOSA KATA BAHASA INGGRIS ANAK UMUR 7-8 TAHUN**

Getruida Nita Mozes  
Politeknik Negeri Nusa Utara ..... 136

**HOAX AND CRITICAL LITERACY : PROMOTING STUDENTS' CRITICAL LITERACY DURING COVID-19 PANDEMIC**

Emy Sudarwati  
Universitas Brawijaya ..... 139

**ANALISIS TEKNIK PENERJEMAHAN DAN KUALITAS KEAKURATAN TERJEMAHAN UNGKAPAN FATIS DALAM WEBTOON EGGNOID**

Salsabila Nur Afifah C, Ina Sukaesih, Nidia Sofa  
Politeknik Negeri Jakarta ..... 145

**ANALISIS TEKNIK PENERJEMAHAN DAN KEAKURATAN TERJEMAHAN ADVERBIA KECARAAN PADA NOVEL FAMOUS FIVE: FIVE ON A TREASURE ISLAND KARYA ENID BLYTON**

Regita Anggraeni, Siti Aisiyah, Nidia Sofa  
Politeknik Negeri Jakarta ..... 154

**STUDENTS' PERCEPTIONS ON PUBLIC SPEAKING ONLINE LEARNING VIA YOUTUBE DURING COVID-19 PANDEMIC**

Ririn Pratiwi Suharto ; Yuliana Firmada  
Politeknik Negeri Malang, Universitas Nahdlatul Ulama Blitar ..... 160

**ANALISIS TEKNIK PENERJEMAHAN DAN KUALITAS TERJEMAHAN PADA FRASA NOMINA DENGAN GOOGLE TRANSLATE DALAM BUKU FOUNDATION OF PYTHON NETWORK PROGRAMMING 3RD EDITION**

Brenda Aderinanda, Nur Hasyim, Dewi Kurniati  
Politeknik Negeri Jakarta ..... 170

**ANALISIS TEKNIK PENERJEMAHAN DAN KUALITAS TERJEMAHAN FRASA NOMINA ISTILAH TEKNIK INFORMATIKA DAN KOMPUTER PADA BUKU PANDUAN PENGGUNA ELEKTRONIK ASUS TABLET DAN DUDUKAN PORTABEL ASUS SERI T100 EDISI REVISI V2**

Yusri Amelina  
Politeknik Negeri Jakarta ..... 175

**ANALISIS KUALITAS TERJEMAHAN KALIMAT YANG MENGANDUNG NILAI MORAL PADA NOVEL THE LITTLE PRINCE**

Alya Devi Putri Safira, Adek Sukma Mulya, Sari Puspita Dewi Politeknik Negeri Jakarta .....	184
<b>MORFOFONEMIK DALAM DIALEK BETAWI</b> Egi Nusivera, Indah Rahmayanti Universitas Muhammadiyah Prof. Dr. Hamka .....	194
<b>BUSINESS STRATEGY DEVELOPMENT OF LANGUAGE SERVICE PROVIDER IN COVID-19 PANDEMIC ERA (A CASE STUDY OF THE CAKRAWALA TRANSLATION SERVICE)</b> Yanti Susanti Nathan Associates Inc.....	200
<b>RESISTENSI PEREMPUAN PADA STIGMA DAN STEREOTIP PEREMPUAN IDEAL DALAM FILM “IMPERFECT: KARIER, CINTA &amp; TIMBANGAN”</b> Hiqma Nur Agustina Politeknik Negeri Malang.....	
<b>ANALISIS KUALITAS TERJEMAHAN VERBA FRASAL PADA SUBTITLE DRAMA TELEVISI SHERLOCK DI NETFLIX</b> Zulchadri Damli Politeknik Negeri Jakarta.....	203
<b>ANALISIS BENTUK PERGESERAN TERJEMAHAN FRASA NOMINA, TEKNIK, DAN KUALITAS TERJEMAHAN PADA TEKS PERJANJIAN ATISA DARI BAHASA INGGRIS KE DALAM BAHASA INDONESIA</b> Rainna Clara Rahmawati, Yoyok Sabar Waluyo, Mawar Onida Sinaga Politeknik Negeri Jakarta.....	219
<b>ANALISIS TEKNIK PENERJEMAHAN DAN KUALITAS TERJEMAHAN VERBA MODALITAS DALAM BUKU YOU ARE A BADASS AT MAKING MONEY</b> Agita Novia Sari, Ade Sukma Mulya, Mawarta Onida Sinaga Politeknik Negeri Jakarta.....	237
<b>STRUKTUR WACANA KONFERENSI PERS PERKEMBANGAN PENANGANAN COVID-19 KAJIAN STRUKTUR VAN DIJK</b> Tasliati Kantor Bahasa Kepulauan Riau .....	246
<b>ANALISIS KUALITAS TERJEMAHAN VERBA FRASAL PADA SUBTITLE FILM MARRIAGE STORY</b> Adinda Christina, Ina Sukaesih, Supriatnoko Politeknik Negeri Jakarta.....	257
<b>ANALISIS KUALITAS TERJEMAHAN ASPEK KEAKURATAN DAN KEBERTERIMAAN TINDAK TUTUR ASERTIF PADA DUBBING FILM FROZEN</b> Hanna Theresea Christina, Endang Purwaningrum, Mawarta Onida Politeknik Negeri Jakarta.....	267
<b>ANALISIS KEAKURATAN DAN KETERBACAAN DALAM TERJEMAHAN KATA-KATA SLANG PADA SUBTITLE FILM “SEXTUPLETS”</b> Minati Dwi Rahayu, Nur Hasyim, Septina Indrayani Politeknik Negeri Jakarta.....	278

<b>ANALISIS TERJEMAHAN PROSES TRANSITIVITAS DALAM BUKU CERITA ANAK STORIES OF GREAT WISDOM KARYA ARLEEN.A</b> Indita Hanifah Amalia, Yoyok Sabar Waluyo, Tantri Sari Safitry Politeknik Negeri Jakarta .....	288
<b>MEDIA LUAR RUANG DAN PANDEMI COVID-19</b> Siti Akbari Balai Bahasa Kalimantan Selatan .....	299
<b>IDENTIFYING ERRORS IN INSTAGRAM MACHINE TRANSLATION: A STUDY ON THE TRANSLATION OF @BALIPUSPANEWS' CAPTION</b> I Gusti Agung Sri Rwa Jayantini, Ni Made Verayanti Utami, Gusti Made Yogeta Yushanti Universitas Mahasaraswati Denpasar .....	309
<b>GOOGLE CLASSROOM HOW DO LECTURER UTILIZE IT LIKE A PRO</b> Naely Muchtar Politeknik Negeri Ujung Pandang .....	319
<b>Male and Female Teachers' Communication Styles in EFL Classroom Interaction</b> Siti Nurul Ilmi HL Universitas Negeri Makassar .....	328
<b>The Implementation of Active Learning through Poster Comment Method; an Online Interactive Teaching Solution for Speaking Class during Pandemic of Corona</b> Silvia Djonnaidi, Nini Wahyuni, Fitri Nova Politeknik Negeri Padang .....	341
<b>Online-English Learning for Nursing Students in the Times of Covid-19 Pandemic (Perceptions and Challenges in ERT Context)</b> Yuyun Putri M, Eka Wulandari Politeknik Kesehatan Kemenkes Malang .....	353
<b>RANCANGAN PEMBELAJARAN BAHASA INDONESIA SECARA DARING BERBASIS TEKS BERMUATAN KARAKTER PEDULI KESEHATAN DI ERA PANDEMI COVID-19</b> Moh. Mu'minin, Euis Karnengsih Universitas PGRI Ronggolawe Tuban, SMP Negeri 5 Tuban .....	368



## GOOGLE CLASSROOM HOW DO LECTURER UTILIZE IT LIKE A PRO

**Naely Muchtar**

Politeknik Negeri Ujung Pandang  
naelymuchtar@poliupg.ac.id

### **Abstract**

During COVID-19 pandemic online teaching and learning process goes online. Lecturer and students stayed at home from late March 2020 it took one semester in the academic year 2019/2020. Some lecturers never prepared anything online and rely on traditional paper and pen assignments it is undoubtedly something new for most of the lecturers especially those who live in rural areas it is a big struggle for them. This paper discusses the step of utilizing Google classroom as a free Learning Management System (LMS) for the lecturers especially when their campus does not own an official e-learning system. The steps can be followed easily with clear examples just like tutorials for making attendance list up to making assignments for students. This paper hoped to enlighten lecturers in utilizing Google Classroom as an alternative LMS for online teaching and learning process.

*Keywords: Google classroom, lecturer, LMS.*

## **I. INTRODUCTION**

COVID-19 pandemic brought severe impact to the teaching and learning process last semester started from late March 2020 up to the semester ended. Most of the lecturers apply several methods to help them deliver the material to the students in order teaching and the learning process can reach objectives set by the lecturer. There was various research related to the online learning problem and experience during a pandemic such as stated by several researchers.

There are many learning models that can be applied, along with the condition of the pandemic COVID-19 such as learning throughout the network systems, such as e-learning equipped by universities via campus' websites or using online applications but then still online learning is a policy that must be admitted by the lecturer as a challenging thing to be dealt with as some lecturers need preparation and extra effort. Educational institutions must support the government policies in dealing with circumstances and situations due to the pandemic, lecturers have no more choice but to use online learning so that educational institutions implement learning with an online system as the regulatory factor in realizing online learning, therefore, academic year 2019/2020 is fully implemented in the online system (Wargadinata, Maimunah, Dewi, & Rofiq, 2020). It is undoubtedly the same issue that is faced by every educator worldwide as they cannot meet face to face with the students inside the classroom as in the normal condition they have to do it online without any reason and it is admitted that not every lecturer equipped with technology-savvy knowledge to conquer this unpredictable situation.

The data based on the study shows that during the first two weeks, research subjects still felt comfortable with online learning. Even during the first online

lecture meeting using the zoom application, students were happy because they could meet and greet each other happily. In the second week, the enthusiasm for online learning began to decline. Students have started to query the efficiency of online learning. At some period in the second week, students began to broaden memes in the form of complaints against online learning. They keep posted the status with a variety of complaints, ranging from many tasks, quota runs out, and the condition of the internet network (Irawan, Dwisona, & Lestari, 2020). The online term can be very fun for everyone and it is promising a good future of learning progress for both lecturer and students if they have trained and prepared well with many arsenals such as online educational video, interactive quiz, miscellaneous resources of teaching materials to keep away students' from boredom as a result of an abundant task given which is undeniably a sign of students' frustration at a certain point it can appear suddenly.

Online learning has its special approach to be conducted. The different locations between students and lecturers produce a big gap that lecturers unable to directly monitor student activities during the teaching and learning process. There is no warranty that students concentrate and focus on the explanation or direction given by the lecturer. Students visualize more frequently in online lectures compared to face-to-face lectures as it found in the study. For this reason, online lectures must be held in a short time because students have complexity in maintaining their concentration if online lectures are held for more than an hour based on the survey and statistics results of this study also showed that many students had intricacy in understanding course material provided online. Students cannot understand the lecturer material that is mostly in the form

of reading material available in softcopy digital format thoroughly. Students take for granted that reading the material and doing the assignments is not enough, they need frequent verbal explanation directly from the lecturer about some complex material. Communication with lecturers through the application of instant messages or in the discussion column provided by the application of virtual classes is not able to provide a systematic clarification of the material being discussed. In the class where the participation of lecturers is very small, it does not show the existence of deep and meaningful learning still the communication with lecturers becomes very important in online learning (Nadeak, 2020)

The use of digital content to accommodate online learning is beneficial for students for their understanding, especially during the COVID-19 pandemic, mainly for the millennial generation. By applying digital content, the learning process becomes easier because it can be directly integrated into various applications and social media at the same time such as WhatsApp group, Zoom, Google Meet, and so on. Digital content in the learning process maintains students' motivation and interest due to the limitations of internet resources including network and data packages. The lecturer creativity in designing the task is highly needed to achieve the objectives of the subject (Fansury, Januarty, Rahman, & Syawal, 2020)

There is no single research that stated online learning for the past semester 2019/2020 run smoothly without any obstacles faced by two-sided lecturer and students. Both lecturers and students have extra effort to attend and conduct online learning by facing the long and winding barriers such as internet networks,

limited teaching resources, the same model of tasks given by students without any variation, and then time allotment of teaching and learning process that is very limited. It is a great experience to anticipate this coming semester which is going to be conducted fully online as the instruction of the minister of education and culture of the Republic of Indonesia.

## **II. LITERATURE REVIEW**

Before the COVID-19 pandemic, the use of online learning as part of information and communication technology obligatory applied only to provide access to the Indonesian who are restricted by access to the learning process organized by the relevant educational institution such as Universitas Terbuka. It is supportive in overcoming the problems of education in Indonesia, considering that Indonesia is an archipelagic country therefore some Indonesian still live in a remote areas and find difficulties in educational access mainly to higher education such as the university. The use of Learning Management System (LMS) is very important to support online learning system especially for the institution does not own their official LMS (Ketut Sudarsana, Bagus Made Anggara Putra, Nyoman Temon Astawa, & Wayan Lali Yogantara, 2019)

As free LMS Google Classroom (GC) is a Google product that is connected with Gmail, Google Drive, Google hangout, YouTube, and Google calendar. Services provided by Google classroom will assist lecturers in the teaching and learning process. The intended learning is not only in class but also outside the classroom because students can do learning wherever and whenever by accessing Google classroom online. GC is a learning platform that is suitable for any educational level that is intended to help to find a way out of

the difficulties experienced in making paperless assignments. This software has been launched as part of Google Applications for Education (GAPE) since August 12, 2014. It is easier for lecturers and students to carry out the learning process more flexible. Both lecturers and students can work in a unidirectional process as it can provide the lecturers' strategies and styles on one hand and students' perception, understanding, and effective participation in different classroom skills. Learning activities in mobile is one of the challenges in higher education. GC is an LMS that can be used to provide teaching materials as well as integrated test assessments. It is different from learning media, the other advantages of GC media are problems of effectiveness and efficiency in learning (Sukmawati & Nensia, 2019)

GC has many benefits that will help the lecturer and students. The strength of GC namely:

#### 1. Setting

The process of setting is quick and handy for everyone. The setup process in GC is very fast and convenient compared to installing a local LMS or register with an LMS provider. Using LMS requires module and training for the administrator and user as a resource to operate the system. Several educational institutions in Indonesia have their official LMS to be used as an e-learning tool but there are many institutions especially in suburban do not own their own official LMS. GC made it very practical for the lecturer to access or install GC via laptop and smartphone and can start sharing assignments and material. Lecturers can do this by adding a list of students or sharing a unique code that allows access to their online classes in GC.

#### 2. Saving Time

Lecturers create and distribute assignment files for their students online. Lecturers can

also rank, provide feedback on all assignments, and conduct assessments. Thus, there is potential to save most of the time for both students and lecturers. Everything done paperless, so that no time is wasted distributing physical documents and students can complete their assignments correctly online, making it easier for them to meet deadlines given and online learning can be adjusted to schedule given by campus

#### 3. Improve cooperation and communication

One of the most important benefits of using GC is that it is possible to do an efficient online collaboration. Lecturers can send notifications to their students to start online discussions or inform them about certain online learning activities after providing the topic of the discussion. On the other hand, students have the opportunity to provide feedback to their friends by posting directly to the discussion flow in GC. Thus, if they need help because they have difficulty understanding an assignment or want to learn more about a particular topic, they can get direct input from their classmates. They also can ask the lecturer for the explanation of the material.

#### 4. Centralized data storage

With GC, everything is in one central location. Students can see all their assignments in a specific folder, lecturers can save learning materials and activities for the academic year in the cloud and all grades can be seen in this application. No need to worry about lost documents or lost assessments, because it is stored in LMS.

#### 5. Fast resource sharing

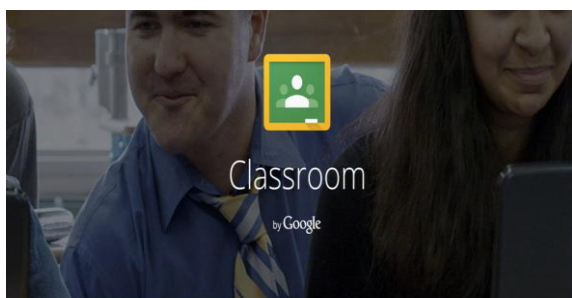
Lecturers can share information and online resources with their students directly. Instead of having to update e-learning courses or send individual emails to each student, all they have to do is access the GC and distribute links to online resources

and additional e-learning materials that can benefit their students. This allows students to get timely updates related to the current subject so that they can better understand the material and access multimedia equipment that can enhance their e-learning experience (Abd. Syakur, Sugirin, & Widiarni, 2020)

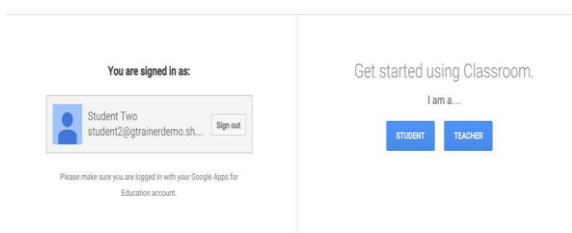
### III. DISCUSSION

Every feature in GC is not difficult to use for every lecturer. The steps of using GC taken from (50+ Google Classroom Tips and Tricks, n.d.) described as follows:

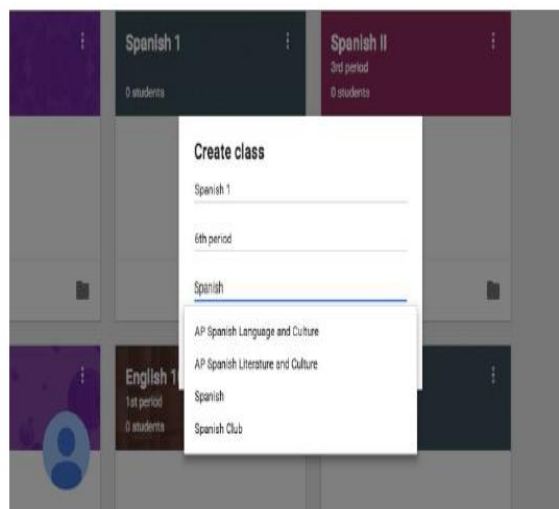
1. For the first login, the lecturer can access classroom.google.com. The first time arrival at the GC website the screen will display teacher or student role. The lecturer can select a teacher role to create and join classes. By selecting a teacher role means a lecturer is a person in charge that controls the class just like a manager.



Classroom is a new tool in Google Apps for Education that helps teachers create and organize assignments quickly, provide feedback efficiently, and easily communicate with their classes. [Learn More](#)



2. Create and name every class by clicking the plus button at the top right. Make sure to write down complete information such as the name of the subject, subject code, and class schedule.



4. Customize the class by using various templates, the lecturer can select the theme provided by GC as header to display information about the class. Templates can help the lecturer to differentiate each class especially when there are many classes in one day. The color of the template and the information will help to shorten the time of searching the class, subject, and topic.

5. Start to create an announcement for the class. The lecturer can write the rule of the class, subject guidelines, and share information with the students in the stream menu. Try to use many compound and complex sentences so the students can have experienced just like in a real classroom. Stream menu will also be used to display updates and upcoming activities.



give the student information when the dateline of the task must be submitted.

6. In the stream menu, the lecturer can add any files and links related with the subject and post it. The files can be PPT, Audio from a podcast, or video from YouTube.



7. In classwork tab lecturer can create an assignment, quiz, question, attach material, or reuse an old post for class. The option can be selected graded or ungraded. The due date also can be set to



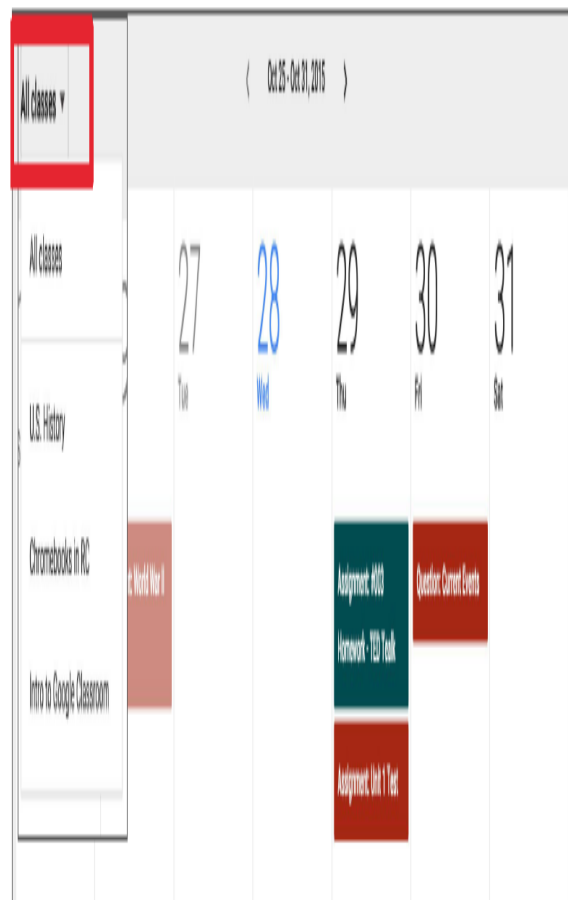
8. Always grade and return students' work once they completed it by providing feedback and grade. It is also can be written in private message form on classwork button. Turn in button can be click to give feedback as it provides private comment regarding students' task.

10. For the attendance list, the lecturer can create it by using Google Form or taken from the list of students who submitted the task and participate actively in the discussion. Every grade recorded can be open in MS Excel format provided by GC.



9. If the lecture needs a live video to explain the subject, the lecturer can invite the students via Google Meet. The video also can be recorded to give time for students to replay the video and catch up with the subject given.

11. Every notification for the students sent directly to their e-mail. It is suggested that both lecturers and students also installed GC application for a smartphone so they can access it mobile. Sync GC with Google calendar so the notification will be updated and the lecturer can arrange the schedule effectively. The calendar also can be share to the students. Therefore, the schedule can be rearranged if both students and the lecturer have other activities.



12. Every file on GC stored safely in the sync folder via Google Drive including the lecturer file and students file. The classification of the file based on the class folder.

There are several things to be remembered to stay alert in online learning (Bell, 2015) based on the experience of using GC and during this pandemic, some of them are as follows:

1. Publish instruction in chronological order. It is very wise to post a great, clear, and concise instruction for students. The lecturer can type it as a draft first before publishing it if it needs future revision rather than post it before rechecking the content. Bear in mind that the students also will read various instructions from other lecturers and subjects do not overwhelm them with unclear instructions.
2. Avoid abundant task. Every online subject has lots of tasks. Only give the students type of tasks that the lecturer can check, grade, and provide feedback on time. Do not burden ourselves to check the task that we cannot read and grade at the proper time. Consider giving the student's meaningful project to trigger their curiosity in learning rather than give tasks that can be done by simply copy-paste from other students' work.
3. Ask the students to use free plagiarism detector tools and attach the report of the detector tools with their work before submitting it via GC. It will help the lecturer a lot rather than we have to check it for almost one class task.
4. Create or link simple teaching and learning material from various resources to be attached via GC. Do not ask the students to read too many files, as they can request to hear the audio podcast or watch the video via YouTube. Some of the lecturers have recorded their videos as teaching resources. Variation is key to

avoid students to be lazy and bored to do the task from us.

5. Every class has low, mid, and high achiever students. Always remember to motivate the low and mid achievers by posting motivation in the private comments or give positive feedback to their work. The lecturer is limited by face to face interaction with these types of students but, still can keep in touch via messages. The great challenge of online learning is high achiever students always maintain a positive attitude and has significant progress in learning, the lecturer needs to pay great attention to low and mid achiever since their attitude and progress in learning cannot be as fast as a high achiever.

6. GC is only a tool to support the teaching and learning process. The control is in the lecturer's hand to create and design the type and method to be applied for every topic of the subject. If the lecturer felt that GC is complex LMS, social media such as WhatsApp, Line or Telegram can help to maintain two-way communication and discussion between lecturer and students.

#### **IV. CONCLUSION**

As a free LMS GC is intended to use for campus who do not own official LMS. For campus who own LMS lecturer still can use it as a supported learning tool especially when they face problems related with the e-learning network system. GC features are simple and can be learned by the lecturer just like trial and error thing. The unique thing about GC is the LMS allows us to learn and facilitate our students almost the same with the real condition inside the classroom with paperless.

#### **IV. SUGGESTION**

Lecturers' professional attitude is a key factor to the successful implementation of GC effectively to ensure the quality of



higher education during a pandemic. The lecturer needs to be aware of upgrading their competence in using various models of LMS. There are miscellaneous video tutorials and free webinars to upgrade the skill of LMS that can be followed by lecturers to enlighten their knowledge.

Putra, I., Nyoman Temon Astawa, I., & Wayan Lali Yogantara, I. (2019). The use of Google classroom in the learning process. *Journal of Physics: Conference Series*, 1175(1). <https://doi.org/10.1088/1742-6596/1175/1/012165>

## REFERENCES

- 50+ *Google Classroom Tips and Tricks*. (n.d.). Retrieved from <https://ditchthattextbook.com/wp-content/uploads/2019/09/50-Google-Classroom-Tips-and-Tricks-1.pdf>
- Abd. Syakur, Sugirin, & Widiarni. (2020). The Effectiveness of English Learning Media through Google Classroom in Higher Education. *Britain International of Linguistics Arts and Education (BloLAE) Journal*, 2(1), 475–483. <https://doi.org/10.33258/biolae.v2i1.218>
- Bell, K. (2015). *The Teacher's Guide to Google Classroom*. Retrieved from [https://s3.amazonaws.com/scschoolfiles/546/teachers\\_guide\\_to\\_google\\_classroom.pdf](https://s3.amazonaws.com/scschoolfiles/546/teachers_guide_to_google_classroom.pdf)
- Fansury, A. H., Januarthy, R., Rahman, A. W., & Syawal, S. (2020). Digital content for millennial generations: Teaching the English foreign language learner on COVID-19 pandemic. *Journal of Southwest Jiaotong University*, 55(3), 1–12. <https://doi.org/10.35741/issn.0258-2724.55.3.40>
- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological Impacts of Students on Online Learning During the Pandemic COVID-19. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 7(1), 53–60. <https://doi.org/10.24042/kons.v7i1.6389>
- Ketut Sudarsana, I., Bagus Made Anggara Nadeak, B. (2020). The effectiveness of distance learning using social media during the pandemic period of covid-19: A case in universitas kristen indonesia. *International Journal of Advanced Science and Technology*, 29(7), 1764–1772.
- Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142–145. <https://doi.org/10.29103/ijevs.v1i2.1526>
- Wargadinata, W., Maimunah, I., Dewi, E., & Rofiq, Z. (2020). Student's Responses on Learning in the Early COVID-19 Pandemic. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1), 141–153. <https://doi.org/10.24042/tadris.v5i1.6153>