

STUDENT RESPONSES TO USING MICROSOFT TEAMS IN ONLINE LEARNING AT ELEMENTARY SCHOOLS

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Abstract

The research is based on student responses to online learning by the teacher using the Microsoft Teams application. This type of research is qualitative case study. The research subjects were 2 students in grade III. Data collection by questionnaires and interviews. Data analysis with data reduction, data presentation, and drawing conclusions. The results of the research on student responses in cognitive dimensions of understanding aspects: easy to understand the content of the material using the Microsoft Teams application, quickly understand the content of the material, easy to remember the material using the Microsoft Teams application through the file feature. Aspect of clarity: reading instructions for doing assignments clearly, prefers to work using the Assignment Feature. The affective dimension of the motivational aspect is always given a motivational sentence for doing assignments through the Microsoft Teams application by the teacher, doing assignments on their own and asking friends, doing quizzes on their own without asking their parents. Interesting aspect: interested in presenting material using the Microsoft Teams application, learning like face-to-face with classmates. Through the video conferencing feature. Curiosity aspect: asking the teacher using the Microsoft Teams application on a daily life event related to the subject matter. The conative dimension of the tendency aspect: tends to ask questions, pages, materials using the Microsoft Teams application, tends to ask questions via chat or video conferencing features.

Keywords: Student Response, Microsoft Teams, Online Learning.

INTRODUCTION

During the current pandemic, learning mostly uses online learning. Online learning can generate various student responses from positive and negative aspects. Student responses are positive, namely students have flexibility in study time, study anytime and anywhere (Dewi, 2020). The student response was negative, that is, students have an addiction to cellphones, playing gadgets for longer can have an impact on the eyes (Risalah et al, 2020). Student response is acceptance, response and student activity during learning with the guided discovery approach (Panjaitan & Marlina, 2016). Student responses consist of 3 dimensions, namely cognitive, affective and conative dimensions (Amir, 2017).

Based on previous research, Rigianti (2020) teachers do not yet have readiness from face-to-face learning to online learning, constrained by the internet network, teachers must be extra when choosing learning materials so that there are no misunderstandings with students. Anggianita, Yusnira, & Rizal (2020) online learning has impacts and obstacles for teachers and students including inadequate facilities and infrastructure, differences in learning atmosphere affect learning motivation, burdened by internet quota, and teachers feel not as free as face to face class.

Muhammadiyah Ponorogo Elementary School has utilized online learning using the Microsoft Teams application and class III homeroom teachers have implemented online learning using the

Microsoft Teams application Class III students. collect assignments by doing assignments through the Assignment feature. Microsoft Teams is Learning Media which has several features such as sharing Chat features, Calls (Video Conference), Files and Assignments. Based on various problem descriptions, it is necessary to conduct research on student responses to the use of Microsoft Teams in online learning at Muhammadiyah Ponorogo Elementary School.

METHOD

This study uses qualitative case study research to obtain information related to the current phenomenon, namely student responses in online learning using Microsoft Teams. Data collection

techniques using questionnaires and interviews. The questionnaire to find out students' responses to the use of Microsoft Teams in online learning, was filled in by Grade III students at Muhammadiyah Ponorogo Elementary School, totaling 2 students. This type of closed questionnaire, where the answers have been provided by the researcher and the respondent chooses one of the predetermined answers. Questionnaire amounted to 20 items. The questionnaire was validated by expert validators, namely 1 lecturer at PGRI Madiun University and 1 homeroom teacher for class III at Muhammadiyah Ponorogo Elementary School. The answers to each item of the questionnaire instrument used a Likert scale from the gradation of strongly agree to strongly disagree.

Table 1. Questionnaire Score Sheet Values (Arini & Lovisia, 2019).

Category Answer	Score Statement
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The formula for the percentage of student responses to each indicator in the

student response questionnaire (Abidin & Purbawanto, 2015)

$$P = \frac{\text{The number of data scores obtained}}{\text{Maximum total score}} \times 100 \%$$

Description: P = Percentage of Response. The maximum total score = 4 x the number of statements for each indicator.

Table 2. Percentage of Questionnaire Responses (Abidin & Purbawanto, 2015)

Criteria	Percentage
Very Positive	84 % < skor ≤ 100%
Positive	68 % < skor ≤ 84 %
Normaly	52 % < skor ≤ 68 %
Negative	36 % < skor ≤ 52 %
Very Negative	0 % < skor ≤ 36 %

Table 3. Student Response Questionnaire Indicators (Manisa, Aryati & Marlina, 2018)

Aspect	Indicator
understanding	a. Understanding the content of the material using Microsoft Teams b. Comprehension remembers the material delivered by the teacher using Microsoft Teams
Clarity	a. Clarity of instructions for doing assignments given by the teacher using Microsoft Teams b. Clarity of doing tasks using Microsoft Teams
Motivation	a. Confidently work on assignments using Microsoft Teams b. Confidence in taking quizzes given by the teacher using Microsoft Teams
attractiveness	a. The attractiveness of presenting material using Microsoft Teams
Curiosity	a. Ask outside the textbook related to the material using Microsoft Teams
Trend	a. Tendency to ask using Microsoft Teams b. Tendency to respond using Microsoft Teams

The researcher used an unstructured interview technique. The researcher asked questions to the research subjects about students' responses to using Microsoft Teams in online learning. The researcher got the research subject from the teacher's suggestion and with a purposive sampling technique by fulfilling the criteria including 1 student having a high ability to understand subject matter using Microsoft Teams where the student gets the highest score in doing the assignment given by the homeroom teacher for class III at Muhammadiyah Ponorogo Elementary School and 1 student who have low ability to understand subject matter using Microsoft Teams. where the student gets the lowest score in doing the assignment given by the third grade homeroom teacher at

Muhammadiyah Ponorogo Elementary School.

The techniques used to validate questionnaire and interview data are source triangulation and method triangulation. The data analysis technique in this study was three stages, namely (1) reduction of questionnaire data according to questionnaire indicators and interviews adjusted to interview guidelines, (2) presentation of questionnaire data with descriptions and interviews presented with interview transcripts, (3) conclusion was drawn after the questionnaire data and interviews have been analyzed and conclusions are drawn about student responses to the use of Microsoft Teams in online learning at Muhammadiyah Ponorogo Elementary School.

RESULTS AND DISCUSSION

The average percentage of student responses to the use of Microsoft Teams in online learning on the cognitive dimension of the understanding aspect is 84% (Very Positive), the clarity aspect is 81.25%

(Positive). The affective dimension of the motivational aspect is 84% (Very Positive), the attractiveness aspect is 87.50% (Very Positive), the curiosity aspect is 68.75% (Positive). Conative dimension aspect of tendency 81.25% (Positive).

Table 4. Questionnaire Response Presentation Table

Indicator	Percentage of Responses Questionnaire(%)		Average(%)	Criteria
	S1	S2		
	Understanding of content using Microsoft Teams	100		
Understanding of remembering the material delivered by the teacher using Microsoft Teams	75	87,50	81,25	Positive
Clarity of instructions for doing assignments given by the teacher using Microsoft Teams	75	75	75	Positive
Clarity of doing tasks using Microsoft Teams	87,50	87,50	87,50	Very positive
Confident doing tasks using Microsoft Teams	100	62,50	81,25	Positive
Confidence in doing the quiz given by the teacher using Microsoft Teams	100	75	87,50	Very positive
The attractiveness of presenting material using Microsoft Teams	100	75	87,50	Very positive
Ask outside the textbook related to the material using Microsoft Teams	75	62,50	68,75	Positive
Tendency to ask using Microsoft Teams	100	75	87,50	Very positive
Tendency to Respond using Microsoft Teams	87,50	62,50	75	Positive

Student responses based on Table 4. Indicators of understanding the content of the material using Microsoft Teams have very positive responses. Class III homeroom teacher in conveying material that is easy for students to understand using Microsoft Teams. In accordance with Nurlaily's statement (2021) Microsoft Teams is not only for sending messages but has features which can be in the form of videos/films, power point files, word files uploaded to the Microsoft Teams application.

Student responses based on Table 4. indicators of understanding given the material presented by the teacher using

Microsoft Teams had a positive response. Class III homeroom teacher so that students can easily remember material using Microsoft Teams by collaborating and sharing learning content. In accordance with Yuniarti's statement (2021) Microsoft Teams can be used by teachers to share material in the form of learning files and each group can be used to store all conversations, and collaborate on material automatically.

Student responses based on Table 4. indicators of clarity of instructions for doing assignments given by the teacher using Microsoft Teams had a positive response. Class III homeroom teacher at

Muhammadiyah Ponorogo Elementary School in giving assignments to students gives instructions in doing it. In accordance with Yafita Arfina Mu'ti's statement (2020) Microsoft Teams can be used by teachers to provide instructions or instructions for working on questions through Microsoft Teams.

Student responses based on Table 4. Indicators of clarity of doing assignments using Microsoft Teams have very positive responses. Teachers give assignments via Microsoft Teams, students download assignments, work on them and send them to teachers via the Assignment Feature. In accordance with the statement of Sahidillah and Miftahurrisqi (2019) Microsoft Teams media does not require a lot of money, it is enough to take photos of subject matter and it is easy to send messages.

The student response based on Table 4.1 on the motivational aspect of the indicator of confidence doing assignments using Microsoft Teams is positive. The homeroom teacher for class II gave motivational sentences to be confident in doing the assignments given using Microsoft Teams. According to Prasetyo and Zulela's statement (2021) teachers through Microsoft Teams can provide motivation to students so that students are enthusiastic about learning and learning.

Student responses based on Table 4.1 indicators of confidence in working on quizzes given by the teacher using Microsoft Teams are Very Positive. Teachers through the Microsoft Teams application can assign assignments to students. In accordance with the statement of Gufron Amirullah and Maesaroh (2021) Users can use any device and the security is at enterprise level, so users can collaborate with other users with confidence.

Student responses based on Table 4. The indicator of the attractiveness of

presenting material using Microsoft Teams is very positive. Class III homeroom teacher in presenting material to students using Microsoft Teams by sharing learning video links via Microsoft Teams In accordance with the statement of Prasetyo and Zulela (2021) so that students don't get bored, teachers can present material in an interesting way by searching for related learning videos from YouTube with material then shared via Microsoft Teams.

Student responses based on Table 4. The indicator of asking outside the textbook related to the material using Microsoft Teams is positive. The teacher in providing material using Microsoft Teams does not have to be in accordance with the textbook, but the teacher can relate subject matter that is related to everyday life. students can ask about material that is not understood through Microsoft Teams.

Student responses based on Table 4. The indicator of the tendency to ask questions using Microsoft Teams is very positive. Students tend to ask questions using the Microsoft Teams application because it's easier. According to the statement of Bhagaskara et al (2021) online learning makes it easier for students to ask questions, answer and discuss through the Group chat feature.

Student responses based on Table 4. on the aspect of the trend indicator of the tendency to respond using Microsoft Teams is positive. Teachers can assess students by how students respond to questions given through Microsoft Teams. According to Muhammad Agung's statement (2021) Microsoft Teams is a good online learning media to use because of the Video Conference feature. This feature allows teachers and students to interact in the learning process.

CONCLUSIONS

Student response cognitive dimensions aspects of understanding: easily understand the content of the material using the Microsoft Teams application, quickly understand the content of the material, easily remember the material using the Microsoft Teams application through the file feature. Aspects of clarity: reading instructions for doing assignments is clear, preferring to work on using the Assignment Feature. The affective dimension of the motivational aspect: always given motivational sentences to do assignments through the Microsoft Teams application by the teacher, do the assignments yourself and ask friends, do quizzes do it yourself without asking parents. Aspects of attractiveness: interested in presenting material using the Microsoft Teams learning application, such as face to face with classmates. Through the video conferencing feature. Aspect of curiosity: asking the teacher using the Microsoft Teams Application an event of daily life related to subject matter. Tendency aspect conative dimension: tends to ask questions, pages, materials using the Microsoft Teams application, tends to ask questions via chat or video conferencing features.

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