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Conducting Online Learning in Vocational School Using Ms. Teams as A Learning Platform

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Abstract

The background of this research was based on the global problem appeared in 2020-2021 namely Covid-19. It is a pandemic that forced classes to be conducted into online learning; however, the implementation of online learning remains as a great challenge for both teachers and students. They had to adapt with these new circumstances. Here, Ms. Teams was chosen by the school as their platform to conduct online learning. The foci of this research were to find out the students' perception related to this application or platform called Ms. Teams and how it was implemented in the class. Descriptive qualitative research was employed and the data were obtained through questionnaire, interview and documentation. The results of questionnaire, the perception was positive with the detail; (1) Category 1 got score 95.4 with the index percentage 70%. (2) Category 2 got score 83 with the index percentage 61%. (3) Category 3 got score 77.6 with the index percentage 57%. The average percentage was 62% and it could be classified into Agree (Good). The conclusions were; (1) Ms. Teams is a good platform to conduct the online learning because this platform provide some exclusive features that make this platform special. (2) the implementation of online learning using Ms. Teams is good enough but there are several things needed as improvements.

Keywords: Online Learning; Learning Platform; Ms. Teams; Covid-19

A. Introduction

Corona virus (Covid-19) has attacked the world since the end of 2019. This virus causes many deaths in various parts of the world and chances the life situation to be healthier to prevent the virus. This pandemic also occurred in Indonesia and caused major changes in various aspect such as economic, social, culture and educational. To respond this emergency situation, the Minister of Education and Culture of Indonesia, Nadiem Makarim, issued Circular of The Minister of Education and Culture No. 4 of 2020 and Circular of the Minister of Education and Culture Number 36962/MPK.A/HK/2020. Regarding to the circular letter, there are several points to be highlighted, first is to apply E-Learning/online learning and working from home in order to prevent the spread of Covid-19. The second is to invite all Indonesian people to take care of each other by not leaving the house temporary to minimize the spread of Covid-19. The conclusion is that all educational processes in schools need to be conduct into online learning from home for all educational elements especially both students and teachers.

Online learning refers to an electronic learning environment where, unlike the traditional learning, there are no physical peer learners. Tamm (2020) mentions that E-learning, also refers to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. This kind of learning demands high-usage of technology and media for teaching and learning. Those technologies can assist all the users, the teachers and the students especially, to do the learning activities even they are hindered by distance and time. Advances in educational technology increase the usage of computers or mobile phones to support the learning process. From the pandemic era until now (used as hybrid learning), E-learning has used by almost all of the education institutions in Indonesia to carry out online learning and connect

the teacher and the student. Currently, there are many media of E-Learning such as Google Classroom, Eldiru, LinkedIn Learning, Edmodo, Schoology and Ms. Teams. SMK Negeri 2 Purwokerto has responded to this pandemic situation wisely with implementing Microsoft Teams as one of platform to conduct online learning class during the pandemic.

Microsoft Teams is a platform where students and teachers can integrate all of their work and activities in one place. The service allows users to communicate via text chat, voice, video call, post and assessment, so school staff can track students' progress. (Henderson et al., 2020) states that Ms. Teams is integrated with Microsoft Office 365 and offers a variety of services, including meeting capabilities, file storage, and user access, so it gets some benefits from synergies with various other Microsoft Office 365 services, such as OneDrive and PowerPoint. Teacher can create virtual classes and manage the class like a real class, where in this virtual class students can interact with fellow students and teachers. Microsoft Teams also guarantees the security of application user data. The features and conveniences provided by Microsoft Teams make this application very suitable to be used as a medium to carry out E-learning. At the first of its implementation, the school created the account for both teachers and students. Teachers and students have to log in to the Ms. Teams with username and password that has given by the school to fill the attendance list.

Ms. Teams can be accessed anytime and anywhere by using internet connection. This application is involved in blended method (synchronous and asynchronous). The teacher can teach the students directly both using chat room and virtual conference (synchronous method), and the students can open and access learning materials and tasks anytime (asynchronous method).

Online learning and Microsoft Teams are new experiences for SMK Negeri 2 Purwokerto students and teachers. They need to adapt with these circumstances and as the results online learning process did not run effectively and efficiently. Several problems appear during online learning using Microsoft Teams application, for examples the problem in overcome the features in the application took a lot of time for both teacher and students. Furthermore, the online learning made the students easily bored, tend to be more passive. (Aragon & Johnson, 2008) added that lack of interest or motivation is one of the main things which hinders the growth of online learning, and this way it also increases the scale of dropouts from the online courses.

Those problems are the evidence that online learning needs more attention. Consequently, the researcher is interested to explore further information about students' perception on the implementation of online learning for the Ms. Teams users. Students' perceptions or expectations on learning are very essential as it will influence how they approach their learning experience and this will affect their academic performance (Ferreira & Santoso, 2008).

B. Method

This research used a descriptive qualitative. Gay & Airasian (2006) stated that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. Besides that, Siedlecki (2020) claimed that descriptive research is used to describe the phenomenon or incident of variable.

In this research, the researcher investigated the implementation of Ms. Teams as a platform to conduct online learning in SMK Negeri 2

Purwokerto which that platform become the phenomenon to be discussed in this research. Furthermore, it will reveal how the platform works from the students and teachers' perceptions.

To gather the data, the researchers used three data collection method; questionnaire, interview and documentation. Cohen, Manion & Morrison (2018) claimed that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyze. The research questionnaire consists of 15 close questions that focusing on students' perceptions of Ms. Teams and its implementation. The data in this research collected by share and distribute the questionnaires directly in the class of sample. There were 525 students from XII grade but the researchers only took 1 class for the sample consist of 36 students with 2 students absent on the research day.

Harding (2013) stated that interview provides an opportunity for the researcher to listen to views or experiences of the respondents for a period of time and to ask investigative questions to explore more ideas. Interview is also used to know and support the data, because the result of the questionnaire session is not enough for the detail of the data. In this research, the researcher used a semi- structured interview to get the data from the teachers about Ms. Teams. According to Braun & Clarke (2014) semi-structured interview is a way of collecting data in which she or he has prepared an interview guide before doing interview but does not strictly follow to it either in terms of the precise wording of questions or the order of questions.

Documentation is the combining collection of the data that the researcher gets from doing this study. The data from the result of questionnaire & interview can be combined as the supporting data to make credible result. Beside of that data, the researcher also exploited the secondary data from the school to be analyzed.

Document is a term used to refer to a wide variety of material including visual sources, such as photographs, video, and film (Merriam & Tisdell, 2016). Like documents consisting of texts, those that consist of visual material can be a source for qualitative analysis (Flick, 2018).

In analyzing the data from the questionnaire, the questionnaire answers displayed into the table in order to make the data easier to understand that show the score of each question. The scores are used to find the percentages of each question that used to identified the perceptions of the students. The researchers employed the percentages formula from Darmadi (2011). There were some steps to get the percentages.

- a. Find the score from each question
 $S = T \times P_n$
 - b. Highest Score (Y)
 $Y = T \times P_n = 34 \times 4 = 136$
 - c. Find the percentages from each question
 $P = S/Y \times 100\%$
 - d. Make the interval classification
 $I = 100/P_n$
 $I = 100/4 = 25$
- Where:
S = Score
P_n = Scale
Y = Highest Score
P = Percentage
I = Interval
T'' = Number of Respondent/Frequency

So, the interpretation based on the interval is like these: 0%-25% = Strongly Disagree (Very Bad)

26%-50%= Disagree (Bad)

51%-75%= Agree (Good)

76%-100%= Strongly Agree (Very Good)

The researchers also showed the result of the interview session with the teachers through the paragraphs by being narrated and the result of the documentation data is filled by the researchers based on the existence data

from the school about Ms. Teams and its implementation. From the results of the percentage will be found the results of a questionnaire regarding the perceptions of students. The result of the interview and documentation data is matched with the result of the questionnaire and the process of the triangulation by method is happened and those data are mutually reinforcing and supporting the others.

C. RESULTS & DISCUSSION

The result shows the description of the data findings from the data collection techniques. The descriptions produced by the data from the instrument of questionnaire, interview and documentations.

1. Result of Questionnaire

The questionnaire focuses on the application of Ms. Teams and its implementation. The questionnaire is answered by 34 students of XII DPIB 1 with total of 36 students which is 2 of them did not attend the class on 17 January 2023. The questionnaire consists of 15 question that divided into 3 themes, the first is students' perceptions related to the application of Ms. Teams, the second is students' perceptions related to the implementation of Ms. Teams and the third is students' perceptions related to the atmosphere and learning environment.

Table 1. Students' perceptions related to the application of Ms. Teams

No	Questionnaire Statement	Scale	Frequency	Score
1	<i>Apliasi Ms. Teams mudah digunakan</i> (Ms. Teams application is easy to use)	4	8	32
		3	26	78
		2	0	0
		1	0	0

2	<i>Aplikasi Ms. Teams baik dan nyaman digunakan untuk belajar</i> (Ms. Teams is good and comfortable to use for learning)	4	3	12
		3	28	84
		2	3	6
		1	0	0
3	<i>Ms. Teams menampilkan informasi/materi/soal dari guru dengan jelas dan mudah dipahami</i> (Ms. Teams displays information/material/assessment from teachers clearly and easily understood)	4	1	4
		3	23	69
		2	10	20
		1	0	0
4	<i>Ms. Teams menyediakan fasilitas belajar yang saya butuhkan</i> (Ms. Teams provides learning features that I need)	4	1	4
		3	23	69
		2	10	20
		1	0	0
5	<i>Ms. Teams menyediakan fitur- fitur yang sangat membantu belajar.</i> (Ms. Teams provides features that really help the learning process.)	4	1	4
		3	12	36
		2	18	36
		1	3	3

Here is the analysis of students' perceptions related to the application of Ms. Teams:

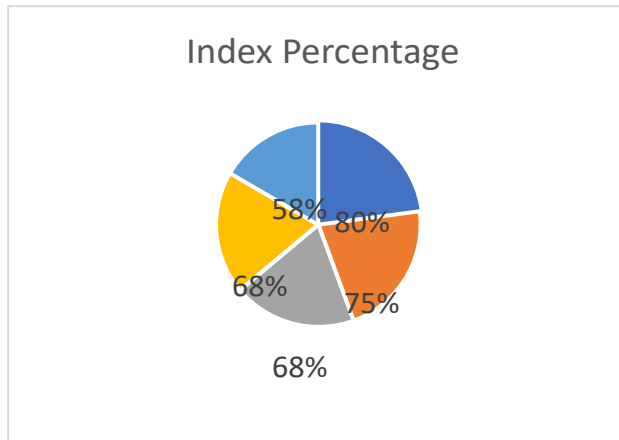


Chart 1. Result of Analysis Table 1

From the pie chart above, the result shows that in the statement number 1, there is a very clear answer that Ms. Teams is an easy platform to used based on the students' answers with 110 score and 80% index percentage which is number 1 is categorically into Strongly Agree. Furthermore, the appearance of Ms. Teams is interested, comfortable, and easy to be understood. This statement is supported by the answer from statement number 2 with 102 score and 75% index percentage which is Agree. The goodness of the Ms. Teams is also strengthened by the existence of the good and extensive features that the student and the teacher need in the learning process especially during the online learning. Moreover, the appearance of the application is also interesting to used. Those results are obtained from the statement number 3, 4 and 5 with 93, 93 and 79 scores which are 68%, 68% and 58% index percentages. Statements number 3, 4 and 5 are included into Agree. Ms. Teams provides useful and good features for online learning online learning.

Table 2. Students' perceptions related to the implementation of Ms. Teams

No	Questionnaire Statement	Scale	Frequency	Score
6	<i>Penggunaan aplikasi Ms. Teams sesuai dengan gaya belajar saya</i> (Using the Ms. Teams suits my learning style)	4	0	0
		3	11	33
		2	19	38
		1	4	4
7	<i>Ms. Teams sudah digunakan semaksimal mungkin dengan memanfaatkan fitur- fitur yang ada</i> (Ms. Teams has been used to its full potential by leveraging existing features)	4	1	4
		3	29	87
		2	4	8
		1	0	0
8	<i>Menggunakan Ms. Teams meningkatkan efektifitas belajar saya</i> (Using Ms. Teams increases the effectiveness of my study)	4	1	4
		3	7	21
		2	22	44
		1	4	4

9	<i>Menggunakan Ms. Teams meningkatkan produktifitas belajar saya</i> (Using Ms. Teams increases my study productivity)	4	1	4
		3	5	15
		2	23	46
		1	5	5
10	<i>Ms. Teams memungkinkan saya untuk belajar dimana saja dan kapan saja</i> (Ms. Teams helps me to study anywhere and anytime)	4	5	20
		3	23	69
		2	3	6
		1	3	3

Here is the analysis of students' perceptions related to the application of Ms. Teams:

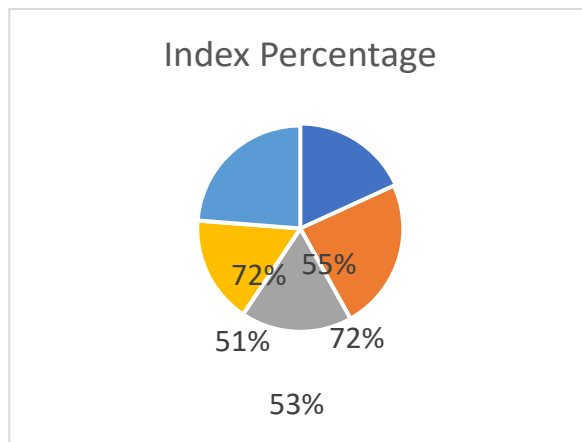


Chart 2. Result of Analysis Table 2

From the pie chart above, the result shows that the implementation is good but still there needs a lot of improvement from several factors. The evidence is the result of the Analysis Table 2 which shows that the average of percentage is just 60%. Based on the result above, it can be explained that there are 3 statements that have percentage less than 60%, there are statements number 6, 8, and 9 with each percentage 55%, 53% and 51%. Those 3 statements have similarities that can be explained, that is about the student themselves.

The statement number 6 is about the learning style of the student. They are disagreed with that because the online learning and Ms. Teams are the new experiences for the student and they need time to adapt with this new circumstance. 9 years studies from Elementary School to Junior High School with the traditional learning and then the world has changed with the unpredictable Covid-19 pandemic that forced the student to do the online learning program is become the fundamental reason of choosing Disagree.

The statements number 8 and 9 are connected, it is about the effectivities and productivities of learning. Those 2 things are related with the motivation of the students. Motivating students are not easy, it can't be instant, and takes continuous time. In educational context, Williams (2011) said that motivation is an important factor in helping teachers improve learning. When students are motivated, learning would be easier to done. So, the role of teachers is crucial in creating a good and comfort environment that support students' learning. Lack of interaction between teachers and students can be the reason for them to choose Disagree.

Beside those 3 questionnaire statements, there are also 2 questionnaire statements have percentages more than 60%, statements number 7 and 10. The statement number 7 is about the maximizing features of Ms. Teams, 29 students chose Agree and a student chose Strongly Agree, it means that Ms. Teams is used properly by the student and the teacher during the online learning with using the existence features as well. The statement number 10 is about the flexibility of the Ms. Teams that can support students to learn in flexible situation. The application is ready 24 hours for the user to access them. The user can also access Ms. Teams anywhere and anytime as long as they have good internet access and a proper device for it.

Table 3. Students' perceptions related to the atmosphere & learning environment

No	Questionnaire Statement	Scale	Frequency	Score
11	<i>Suasana kelas aktif saat melakukan pembelajaran jarak jauh menggunakan Ms. Teams</i> (The class atmosphere is active when conducting online learning using Ms. Teams)	4	1	4
		3	9	27
		2	22	44
		1	2	2
12	<i>Suasana kelas kondusif saat melakukan pembelajaran jarak jauh menggunakan Ms. Teams</i> (The class atmosphere is conducive when conducting online learning using Ms. Teams)	4	2	8
		3	22	66
		2	9	18
		1	1	1
13	<i>Ms. Teams mempermudah kerja kelompok siswa saat dibutuhkan</i> (Ms. Teams makes it easy for student groups to work when needed)	4	1	4
		3	5	15
		2	24	48
		1	4	4
14	<i>Guru sering melakukan sesi tanya jawab saat pembelajaran jarak jauh menggunakan Ms. Teams</i> (Teachers often conduct question and answer sessions during online learning using Ms. Teams)	4	1	4
		3	14	42
		2	16	32
		1	3	3
15	<i>Pembelajaran jarak jauh menggunakan Ms. Teams tidak membosankan</i> (Online learning using Ms. Teams isn't boring)	4	2	8
		3	4	12
		2	18	36
		1	10	10

Here is the analysis of students' perceptions related to the application of Ms. Teams:

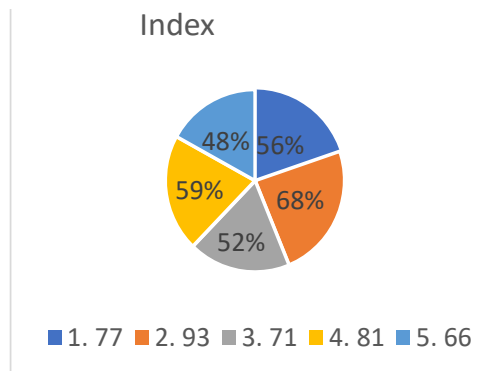


Chart 3. Result of Analysis Table 3

From the pie chart above, the result shows that the highest frequency with a percentage of 68% is the statement number 2. The average percentage of this Category is 56%. The perceptions related to the atmosphere and learning environment is good enough during the online learning but there is need much improvement on it. Building a good atmosphere in the class is always not easy either on the online learning or traditional learning. On the traditional learning, the teacher can directly instruct the student what to do, correcting what is wrong, discipline what is necessary, and many more on the class without being disturbed by problems such as a bad signal or device due to their attendance in the same room called a class. They are gathering in one place physically and teacher can control the student. Moreover, it helps the teacher to create atmosphere and learning environment in the class as well as they expected and wanted. Whereas, on the online learning, it is more complicated than the traditional learning. On the online learning, teacher is not only dealing with the students' problems but also with the technology infrastructure problems especially telecommunication things. The infrastructure is a fundamental factor in implementing online learning. Relmasira et al (2017) said that the students have some problems with internet connection especially in country like Indonesia which is sometimes unstable condition and then the results are making some troubles such as slow response, buffering while playing video access, etc. Those problems happen because of internet access in some developing countries including Indonesia is not as fast as in the developed countries.

Based on the statements number 11 and 12, the researcher can assume that the atmosphere during the online learning is active and conducive, it can be seen on the table above with the percentage of 56% students agreed that the class is active (the statement number 11) and conducive (the statement number 12) on the same time with the percentage of 68%. The statement number 13 shows that Ms. Teams could help the students in work in group too. There are 2 factors may cause this incident, the first is the Ms. Teams

has a good feature which can help students to work in group and the second is the teacher may give group assignments during the implementation of online learning. The statement number 14 shows the result of the questions and answers sessions during the online learning. The different between the 2 choses, Agree and Disagree, is very thin. The Agree one has chosen by 14 students and the Disagree has chosen by 16 students. It still can be discussed in the discussion session by matching this statement with the result of the interview and the documentation. The statement number 15 explained that the online learning using Ms. Teams is boring. 48% index percentage is the worst result from all the statements above with the detail 18 (Disagree) plus 10 (Strongly Disagree) with the statement which is almost all the students said that way. This phenomenon may happen because online learning and Ms. Teams are new stuff for the students. They have to adapt with those new things and 2 years experiences, with many issues on it, are not enough to make them feel good with both Ms. Teams and the online learning.

Table 4. Final Result Table of Questionnaire

No	Result Categories	Total Score	Index Percentage
1	Category 1	95.4	70%
2	Category 2	83	61%
3	Category 3	77.6	57%
Total		256	62%

The average of the questionnaires results shows 62% which is categorically in Agree (Good) based on the interval in Chapter 3. 62% means that the perception is positive and indicates that Ms. Teams is a proper application for online learning purpose based on the students' perceptions. This is proved clearly by the result of the category number 1 with 70%. The application is clearly good with that highest score and percentage. The implementation and the atmosphere of online learning process are also good. It can be seen on the result table 2 which is about

the implementation, it got score 83 with 61%. The category number 3 is the lowest one. The result is 57% with 77.6 score, it may be classified into Agree (good) but the score between Disagree and Agree is too slightly and inconclusive. It means that the category 3 about the atmosphere and the learning environment is still need some improvement for the students to make them feel comfort in the virtual classes.

2. Result of Interview

The second data collection technique is interview. The researcher interviewed the English teacher in SMK Negeri 2 Purwokerto with the intention to get deeper comprehensive perspective about Ms. Teams and its implementation in SMK Negeri 2 Purwokerto. The researcher asked 10 open-ended questions to 5 English teachers which is all the English teachers at school who have taught using Ms. Teams during the online learning. The interview was conducted one by one privately between the researcher and the teacher, with the intention of getting honest answers. Some of the questions are still relate with the questionnaires for the student. It could show if there is a different point of view between the teacher and the student. There are 2 topics in the result of interview, the first is about the Ms. Teams and the second is about the implementation.

a. Topic 1. Ms. Teams as a Platform

This topic consists of 5 questions for the teachers, there were:

Question 1 Is Ms. Teams an easy-to-use platform?

The result shows all teachers said that Ms. Teams is an easy-to-used platform. Teacher 1 said that the application is easy to use because there are many interesting features that can help the teacher with their learning program. Teacher 2 said that it is an easy application. Teacher 2 added that what was interested about Ms. Teams is because this platform is integrated with many other Microsoft applications. Teacher 3 gave the word “easy”

too for the application. Teacher 3 added that the application is very helpful for the educational purposes. Teacher 4 said the application is easy to use and understand. The important thing is the students are enjoyed with that. Teacher 5 said that Ms. Teams is a simple application, can upload the materials, assignments and many more easy stuffs on it dealing with the educational purposes. The result of interview from the question number 1 could be an evidence and a support data to toughen the result of questionnaire number 1.

Question 2 How does the Ms. Teams appearance look?

Teacher 1 said that the appearance of the application is interesting and not boring if you knew more about Ms. Teams and its features. Teacher 2 also said that the appearance is not boring at all, because there are many available integrated applications that could be accessed by the users. Teacher 3 said the appearance is quite interesting and not boring at all. Teacher 4 also agree with the others that the appearance is interesting, it is not either monotone or boring at all. Teacher 5 said that the appearance is good and easy to understand, that is the most important thing that should be in a learning platform because a good appearance will make the students comfortable seeing and using it. The result of interview number 2 could be a support data for the result of questionnaire number 2 and 3.

Question 3 Are the features of Ms. Teams suit for online learning?

This result is meant to be the support data for the questionnaire number 4 and 5. Teacher 1 said that the features of Ms. Teams was compatible well with the school condition during the online learning. The features are up to date and Teacher 1 likes it more than the other platforms. The integrated feature is the useful feature for her, and the favorite one is called Microsoft Sway. Teacher 1 makes some educational stuffs through this feature such as poetry, material, story, etc. She uses it from the beginning of the online learning until now. Teacher 2 said quite similar with the Teacher 1 that

the features are interesting and the special one about of Ms. Teams is the integrated feature. The integrated feature is very helpful for the teacher because they can access many Microsoft application with educational purposes. Teacher 3 said that the features are compatible to support the online learning. It provides some ways to support the needs of online learning for teachers. Teacher 4 said that the feature is great. The features are very varied and they can be adapted to the teacher's learning style. Teacher 5 claimed that the features are compatible and suit with the school situation at that time. Those features work as they should without any annoying problems. The common problems that usually found are in the students with their signal and quotas

Question 4 Have the teachers maximized all the features on Ms. Teams?

The result shows that just some of the teachers have maximized all the features well, not all of them. Teacher 1 was still not be able to maximized all the features on Ms. Teams. The features that were frequently used were only general features to support distance learning. It takes more time to be able to maximize the features that exist on Ms. Teams to be used to its full potential. In addition, the limited quota for students is also an obstacle in realizing the desire to maximize existing features. Teacher 2 said that for teaching and learning purposes it has been used optimally, it's just that except the features for teaching and learning activities still can't be maximized. Teacher 3 claimed that most of the features have been used maximally. The core features for online teaching and learning activities such as Activity, Chat, Calendar, and Meet were features that were frequently used on a daily basis. Teacher 4 said that not all the features have been used maximally. Teachers tended not to explore features in detail. Only features that would be used for learning are studied. Teacher 5 also has a similar story about this question. Teacher 5 claimed that teachers have not been able to maximize the great potential of Ms. Teams' features. They only used what was really

needed for teaching and learning purposes. The researcher concludes that there are several problems for the teacher to maximize the features on Ms. Teams. The first is about time. They have to learn and explore more about Ms. Teams before they can maximize them and use it for the student. The second is about quota. The use of features demands a lot of quota, the more features used, the more quota needed. Teachers must be wise in choosing features. Therefore, they only use features that are useful for basic teaching and learning activities.

Question 5 Have you ever had any problems while using it?

That question could be the one of the considerations for the institution to rather choose Ms. Teams as their online learning platform or not. Teacher 1 said that there was a problem dealing with the access of the storage data. The problem appeared in the second year of the use. The data disappeared from the Ms. Teams storage driver because at that time the trial session and the contract of Ms. Teams with the school was already up. The school decided not to renew the contract because the pandemic has started to get better and the government has started to allow the traditional learning to be carried out again. Teacher 2 claimed that there are not many problems during the use of Ms. Teams. The problem that was experienced by Teacher 2 was a problem which there was a student who have unsupported device for installing Ms. Teams. The official website Microsoft says that Ms. Teams is compatible only with the devices using the last four major OS versions. The last OS version that can only install Ms. Teams is Android 8.0 Oreo that released on July 24, 2017. Moreover, there are no issues directly related with the application except that one. Common problems exist among the students dealing with the signal and quotas. Teacher 3 said almost exactly the same with the Teacher 1 and Teacher 2. The statements are related with the disappearing data and students' problems with their signal and quotas. Teacher 4 made it clear that there were no disturbing issues during the use

of Ms. Teams. More constraints occur due to external factors dealing with the students such as poor signal internet in their area and limited quota for accessing the internet because not all students can afford to buy quota internet for those needs. Teacher 5 added that the school only distributes free quota from the government in the second year of online learning.

b. Topic 2. The Implementation of Ms. Teams at School

This topic also consists of 5 questions for the teachers, there were:

Question 1 What is the school reason of choosing Ms. Teams?

Basically, the answers are all the same, just 2 of them that gave more explanation about the first question. Teacher 1 said there was a training from the school using Ms. Teams. It was a school decision to choose Ms. Teams as their platform to conduct online learning and Teacher 1 just followed the rule. Teacher 1 did not know exactly the reason of the school chose Ms. Teams. Teacher 2 also did not know the real reason of it, Teacher 2 said that the decision was the school policy and decided without any discussion forms, the teacher just follow the rule. Almost the same with the explanation from Teacher 1. Teacher 2 added that before used Ms. Teams, school used to have Google Classroom as their platform but when the Ms. Teams came, they switched. Teacher 3 told that Teacher 3 did not know the specific reasons, the teachers just follow the school's decision. Teacher 4 said that the reason was because the pandemic and school's decision. Teacher 5 said that in the beginning of the pandemic, there was a training for the use of Ms. Teams organized by the school to implement policies on online learning. All teachers do not know for sure the specific reasons the school chose Ms. Teams. One thing that is interesting from the results of the interview in this question is that there was a change in the use of the application that occurred at that time. It can be concluded that the choice of platforms given or offered to schools is not only 1. Moreover, they have

used platforms other than Ms. Teams and then decided to move to Ms. Teams.

Question 2 How much time you need to adapt using Ms. Teams?

The second question of this topic is. The period of adaptation to new things is different for everyone, it could say that Ms. Teams and online learning are new things that are part of the times for teachers. This also happened in the results of the interview with this question. Generally, younger teachers will adapt more easily than senior teachers. This is because younger teachers are familiar with technology and keep up with its developments. Teacher 1 needed almost 2 months to adapt on this circumstance. Teacher 2 only needed a month including a week training to adapt with Ms. Teams and online learning. Teacher 3 took 1-2 months to adapt with those new things, while Teacher 4 and Teacher 5 was the fastest in the adaptation period, they only need 2 weeks of use including 1 week of training. The researcher can conclude that Ms. Teams is an easy-to-use platform. this can be proven from the short adaptation period that teachers go through. What's more, the results of the questionnaire with students also explained that Ms. Teams is indeed an easy application with 26 Agree and 8 Strongly Agree, it means that all the students say it.

Question 3 Did students participate in online learning using Ms. Teams well?

The result of this question showed if there are problems with its implementation which can be a reference to give more explanation of some things in the questionnaire. Teacher 1 said that the fact is the student can participate well if they do not have external problem with such as a bad signal, lack of quotas etc. The main problem in online situation was of course dealing with the readiness of technology and infrastructure obtained by each student. Almost all the teacher gives the same answer about this question. Teacher 2 told that the student can follow the class well if they

do not have any troubles. Teacher 2 added that giving them assignment could be the alternative way if lot of them got troubles. Teacher 3 said the same thing, mostly the students participated well in the class unless they were being constrained by problems such as signal and quota. Teacher 4 said mostly the students did it nicely, they did not when they were facing with a bad signal and quota. Teacher 4 added that during the face-to-face virtual meeting using Zoom, many of them could not keep up. Teacher 5 made it clear that they could do just fine if they were not constrained. The researcher concludes that there are still problems in the implementation of Ms. Teams. The main problem actually arises in the implementation, not the application. The complains mentioned by the students and the teachers so far are the implementation which is not expected to be ready.

Question 4 Did the students follow the class actively, orderly and enthusiastically?

The result of this question related with the questionnaire for the student number 11, 12, and 14. Teacher 1 said that there are some classes with active students or known as favorite classes. Moreover, almost all classes could participate conducive during the class virtual meeting. For the assignment, 90% of them could do it well without any troubles included time accuracy. Teacher 2 told the same with Teacher 1, that mostly the classes were conducive but not really active and enthusiastic during the learning activities. They are lack of motivation when come to the online class. Teacher 2 added that sometimes the teacher needs to reduce the learning time in order to help the students save their quotas for participating in other subjects. Teacher 3 gave a simple statement, the students could participate in the class actively, conducive and enthusiastically if there were not constrained by a bad signal and lack of quotas. Teacher 4 said the same with Teacher 1 and Teacher 2, most of the classes could be conducive during the class activities but they were not really active to follow the class.

They were not as active as during the traditional learning. Teacher 5 have the different opinion. Teacher 5 thought that the student is 2/3 active to participate in the virtual class, but for some reason they could be conducive. Moreover, just some of them that follow the class enthusiastic.

Question 5 What is your opinion about Ms. Teams?

The result of this question is meant to be a benchmark for the eligibility of Ms. Teams as a platform for implementing online learning. In the end of the interview, the researcher also asks the teachers to give a rate with the scale SB (Sangat Baik), B (Baik), C (Cukup), TB (Tidak Baik) and STB (Sangat Tidak Baik). Teacher 1 explained that Ms. Teams is a great platform and application. Many great things for the academic purposes are there and very helpful. Teacher 1 give SB for the rate of Ms. Teams. Teacher 1 added that there are some things to be improved especially on the implementation sector, the problems such as a bad signal and lack of quotas are a common problem that appear during the online learning which in the future is expected to be more overcome. Teacher 2 told that Ms. Teams is a very good platform, but the application took too much quotas on its use. Teacher 2 give SB for the Ms. Teams. Teacher 3 said that Ms. Teams is a great platform to conduct online learning, they have used it for almost 2 years without any annoying hindrances and the more important one is that the students could follow it well. Teacher 3 give B for the rate of Ms. Teams. Teacher 4 thought that Ms. Teams is a very good platform and application. The application is great without many troubles, but the troubles are mostly because of its implementations especially from the students dealing with the signal and quota. Teacher 4 give SB for the Ms. Teams application. Teacher 5 said that Ms. Teams is good enough, it can be used by the students and the teacher easily. Teacher 5 give B for Ms. Teams's rating. The researcher concludes that Ms. Teams is a proper platform and application to conduct online learning. It has a lot of useful features and good appearance on the

display. So far, it can almost be said that there are no problems or disturbing issue regarding the Ms. Teams application. Most of the problems arise from the implementation that did not run well and need much improvement on it. The problem dealing with the students such as a bad signal, lack of quotas etc, it can be avoided with better preparation and good cooperation between students, teachers, school and the government with their own consideration the task they have to carry out.

3. Result of Documentation

The third data collection technique in this research is documentation. This is useful as triangulation to support and validate the data. The researcher asked the school for the existence data about Ms Teams and its implementations but unfortunately not much data that could be retrieved. The only data that still exist is the attendance data. During online learning that almost 2 years implemented, there were not much discussion about the feasibility of the application used, they just used it without ever reviewing the application. This is one of the reasons why the researchers want to explore more about Ms. Teams. There are 2 documents to be analysed by the researcher that collected during the research, the first is the attendance data for a month given by the school and the second is the internship program data compiled by the researcher during the internship program at SMK Negeri 2 Purwokerto in 2021. Those documents also become the support data for the result of questionnaire and interview.

a. Attendance Data

The result taken based on the attendance data for a month that can be the accurate data to measure the students' habit during attendance the class. The data obtained on the real-time uses of Ms. Teams during the online learning in August 2021. The time accuracy of attending the class can be an evidence to prove that the result of the questionnaire and interview can be

accounted for. The result can be seen in the table below:

Table 5. Attendance List

No	Week	Attendance	On time	Note
1	First Week	98%	82%	3 absent
2	Second Week	96%	80%	7 absent
3	Third Week	96%	85%	6 absent
4	Fourth Week	97%	89%	4 absent

b. Internship Program Data

The data taken during the internship program in 2021 can be the related one because the data was collected during online learning precisely at a year of initial use of Ms. Teams. The data is based on the real time use of Ms. Teams for virtual meeting activities. The data collected from the internship program is the core data regarding with Ms. Teams and its implementation. The data are the screenshots of activities during the online class, and the instrument activities data.

The first is analyzing the screenshots of activities during the online class. In the internship program, the research taught classes as a substitute teacher. In the report, the research said that the class situation at that time was passive and lacked of communication. When the research greeted them on Ms. Teams, only few of them answered. This continues to the provision of material. The medias that the researcher use was PPT and Learning Video at the end of the meeting. Next, the research tried to give the material in Bahasa, still with the same result, not much answered by the students.

The second is analyzing the instrument activities. This data is the appendix data on the internship program report. The data was obtained during the internship program in 2021. This instrument called “Instrumen Observasi Aktivitas Belajar Siswa” provided by the study program for the students to observe the class in order to see the activities of the students

during the class. The scale of this instrument is 1-4 with 1 (Sangat Kurang), 2 (Kurang), 3 (Cukup) and 4 (Baik). The result is divided into 4 phases and can be seen in table below.

Table 6. phases List

No	Phases	Question	Score
1	First Phase	1	3
2	Second Phase	2	2.5
3	Third Phase	16	2.2
4	Fourth Phase	2	3

The first phase is Pre-Learning. In this phase, the class got score 3 it means that the pre-learning is done enough. This result is also in line with the result of questionnaire Category 1. It can be concluded that there was not much trouble in accessing Ms. Teams, the students were ready to join the class. The second is Opening, the opening got score 2.5 from 2 question. It means that the Opening is just enough. The opening refers to the early class situation. The students are still motivated to join the class. Start from here, the class situation would be built by the teachers. The third is Core Learning, the core learning got score 2.62 from 16 question, still the same result. It means that the students' activities during the class is just enough. The students tended to be conducive but not active enough in the class. The fourth is closing, the score is 3, it means that the closing section become more interesting for the students. The class situation during the closing section started to be a buzz. The students were active enough to follow this section. In the closing section, often teachers gave two things for the students the first is conclusion of today's learning and the second is the assignment for the next meeting. The students were enthusiastic and accepted assignments given by the teacher with pleasure. The class was closed by praying and thanking the teacher. The situation was good enough to have 3 as the score of this section and in line with some question from the questionnaire data.

4. Discussion

Based on the result of the data collection above, the discussion section is divided into two main topics. There are students' perceptions on Ms. Teams as a platform to conduct online learning and the implementation of Ms. Teams at the school.

a. The implementation of Ms. Teams at the school

The implementation of Ms. Teams at school become the often problems that are mentioned by the teachers and the students. In the result of questionnaire with Category 2 & 3, it shows that the implementation of Ms. Teams at school is still need more attention and improvement. It can be seen on the result table 2 which is about the implementation, it got score 83 with 61%. The category number 3 is the lowest one. The result is 57% with 77.6 score, it may be classified into Agree (good) but the score between Disagree and Agree is too slightly and inconclusive. It means that the category 3 about the atmosphere and the learning environment is still need some improvement for the students to make them feel comfort in the virtual classes. In Category 2, there is a problem related with the learning style of the students. Walgito (2004) said about the 3 factors that influence the students' perception, and the second factor is related with this thing, that is about the psychology. It relates to sensory tools our body while psychology aspects include experiences, motivation, and thinking ability. The focus is on the experiences. 2 years experiences with the online learning cannot change the learning style from the 9 years experiences with the traditional learning. Category 2 also confirmed that there is a problem dealing with the students' motivation, it affects the effectiveness and productivity of student learning. it is about the effectivities and productivities of learning. Motivating students is not easy; it can't be instant and it takes continuous time. In educational context, Wiliams (2011) said that motivation is an

important factor in helping teachers improve learning. When students are motivated, learning would be easier to do. Therefore, the role of teachers is crucial in creating a good and comfort environment that support students' learning. Lack of interaction between teachers and students like what Nursalam & Efendi (2008) said in the first point of disadvantages of online learning can be the reason for them for choosing Disagree.

In Category 3, the researcher is exploring more about the problems that always mentioned by both the teachers and the students. The problem is about the infrastructure feasibility. Beside dealing with the students' behavior, the infrastructure also become the main problem that provide the internet. On the online learning, teacher is not only dealing with the students' problems but also with the technology infrastructure problems especially telecommunication things. The infrastructure is a fundamental factor in implementing online learning. (Relmasira et al, 2017) said that the students have some problems with internet connection especially in country like Indonesia which is sometimes unstable condition and then the results are making some troubles such as slow response, buffering while playing video access, etc. Those problems happen because of internet access in some developing countries including Indonesia is not as fast as in the developed countries.

The result of interview also shows that the common problem mentioned by almost all the teacher at school is about the internet access. Internet access should be the responsibility of the government in order to advance the technology in this country. The other problems mentioned by the teachers related with the implementation of Ms. Teams at school is about the missing file. Ms. Teams provide a cloud storage for the users. This storage can save many files such as learning material, assignment, personal data etc. In the second year of use Ms. Teams, the teachers were shocked by the loss of files in cloud storage's Ms. Teams. The files just disappeared

without any warning. The school explained that the incident occurred because of the contract between the school and Ms. Teams is over. The decided not to continue the contract because the pandemic has started to get better and traditional learning was allowed by the government. Ms. Teams still can be used by the user with limited access on it.

The implementation of Ms. Teams at school also can be confirmed by the result data of documentation. The result shows that there are still needed a lot of improvement dealing with the implementation. Based on the attendance data, it shows that there is no problem accessing attendance on Ms. Teams. They tend to be on time with a percentage more than 80% in every week. The problem arose after filling out the attendance list. Some of them suddenly exit Ms. Teams on the pretext of a bad signal. Furthermore, the quota was also being a consideration by the teacher in conducting online learning. Since many students complained that they did not have a lot of quota to take part in online learning, the teacher could not often conduct the virtual meeting using Meet. The solution was providing the students with the learning material videos. The teacher created the video then uploaded it on Ms. Teams or sometimes teachers just informed videos from YouTube and shared the link to Ms. Teams. Therefore, the students still got the explanation about the material.

b. Students' perceptions on Ms. Teams as a platform to conduct online learning

Based on the result of three data collection techniques (questionnaire, interview and documentation). The researcher tried to answer the first question with the result of those instrument. The questionnaire result shows that students' perceptions are good in the Category 1 of questionnaire result, it means that the student agree that Ms. Teams is a proper platform to conduct the online learning with 65.9% votes Agree with the statements. Moreover, they also agree that Ms. Teams has a quality on the appearance display and

supported by the useful features that integrated with Microsoft 365 similar with the statement by Henderson et al (2020) who said that Ms. Teams is integrated with Microsoft 365 and can directly access variety services from Microsoft 365. The result of interview also in line with the questionnaire result. Teachers agree that Ms. Teams is one of the best platforms to conduct the online learning. Based on the rating given by 5 teachers in the question number 10. Three of them chose SB (Sangat Baik) and the rest chose B (Baik). All the teacher also said that the Ms. Teams is an easy-to-use application or platform. It can be concluded that Ms. Teams as a platform or application is a good and easy-to-use for teachers and students; they can use it without any difficulties. The result of the documentation confirmed that the students did not experience any difficulties during the implementation, most of them were able to attend the class on time. The researcher can conclude that Ms. Teams is one of the best applications or platforms to conduct online learning. This is a recommended application with many interesting features for educational purposes. The convenience explained by the teachers and the students are also in line with the statement from Situmorang (2020). He said that Microsoft Teams is a learning platform that integrates chats, information, assignments, and applications together in one location so that teachers and school staff can track students' progress. This is one of the platforms where students and teacher especially, can integrate all of their works in one place called Microsoft Teams. Ms. Teams also provide the user 24 hours access and can be in anywhere as long as they have good internet access. It supports Tjoko's statement (2009) about the advantages of online learning. The point number 4 is "available 24 hour". It means that Ms. Teams qualifies as a good platform because it can be used 24 hours and support the advantages of online learning.

D. CONCLUSION

SMK Negeri 2 Purwokerto chose Ms. Teams as their platform to conduct online learning. All the educational elements in this school especially the teacher and the student would have their personal Ms. Teams accounts as their access to log in to the application. The account is a special account that only school can create it with their own domain. The teacher creates the virtual class and the students can join the class with the password. The classes would be different for each subject. On its implementation, several problems arose. The most important point is that neither the government, schools nor those carrying out teaching and learning activities are in good preparation. Moreover, after almost 2 year of use there has been no significant development, especially either in class activity or internet access. There are many things that need to be improved in the implementation of online learning generally, and using Ms. Teams specifically because preparing everything from the start will be able to help improve the quality of learning in the classroom.

Students' perceptions of Ms. Teams as a platform to conduct online learning have a positive perception. Ms. Teams is quite effective and helpful platform/application for both teachers and students because most of them said that it is an easy-to-use application and provide a lot of features. Ms. Teams qualifies as a good platform because it can be used 24 hours and supporting the advantages of online learning stated by (Tjoko, 2009). Ms. Teams has exclusive features that are not available on other platforms or applications. it's called integrated features. Ms. Teams is part of the large Microsoft company, in which this application also has full support from Microsoft. Ms. Teams users can explore many of the features available on Microsoft with just one account.

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