Utilization of Microsoft Teams in Indonesian Learning in Class XI DPIB1 SMKN 3 Singaraja

Ida Ayu Made Darmayanti[(✉)] and Ade Asih Susiari Tantri

Fakultas Bahasa dan Seni Undiksha, Singaraja, Indonesia
made.darmayanti@undiksha.ac.id

Abstract. This qualitative descriptive study aims to analyze the operational steps taken by the teacher and the learning outcomes of students in class XI DPIB1 SMKN 3 Singaraja regarding the use of Microsoft Teams as a Learning Management System in Indonesian language learning. The subjects of this study were Indonesian language teachers and 36 students of class XI DPIB1 SMKN 3 Singaraja. Data were collected through observation and documentation methods. This research is important because during learning carried out remotely, students find it difficult to understand the material given by the teacher. The results of the study showed that (1) the operational steps taken by the teacher in using Microsoft Teams consisted of the preliminary, core, and closing activities which still refer to the lesson plans and scientific approach in the Curriculum 2013 and (2) students learning outcomes show that the XI DPIB1 class received the predicate "quite good (C +)" with the average score of knowledge is 73 and the average score of skills is 71.

Keywords: Utilization · Microsoft Team · Indonesian Learning

1 Introduction

Education is one of the areas affected by the Covid-19 pandemic. The Covid-19 pandemic demands a change in the learning pattern that have been done face-to-face in to distance learning. Face-to-face learning is strongly influenced by the role of the teacher so that problems begin to arise in the absence of direct assistance by the teacher. Students who are not used to being independent will find it difficult to develop their potential. The pandemic that lasted for almost two years caused various obstacles, such as lack of understanding of learning materials, difficulties in the growing interest in learning, managing study time caused by parents going to work and having difficulty monitoring their children, parents being impatient in accompanying their children's learning, knowledge of using gadgets. Which is still not understood, and internet access is still limited [1]. Face-to-face learning is carried out on a limited basis so the use of applications as a means of education is still very much needed to support the learning process.

Indonesian language learning is one of the compulsory subjects at all levels of education. By learning Indonesian, students can develop the ability to think, not only as a

medium of communication. Indonesian language subjects have many basic competencies that are achieved. However, because education is still semi-online, the curriculum adapts to the current state of affairs. Trimming basic competencies is done with the aim of easing the burden on students in the online learning process. A good learning process is a learning process that involves teachers and students. Therefore, the selection of the right learning infrastructure greatly affects the quality of learning. The selection of online learning facilities must also be adapted to the situation and conditions of the students so that the facilities used in online learning do not have the impression of making it difficult for students to follow the learning process.

One of the efforts that can be made in the distance learning system during this pandemic is to use the internet in the learning process and the face-to-face learning process shifts to E-Learning [2]. It is necessary to support information technology facilities in the form of laptops or smartphones so that learning continues during the inevitable pandemic [1]. With the development of information technology and the internet, learning which is widely known as E-learning.

Distance and blended learning become the alternative teaching strategies carried out by teachers to get quality educational services. Zoom meetings are used to complete synchronous and asynchronous activities in the Learning Management System (LMS). Learning Management System or commonly known as LMS is software used for administrative purposes, documentation, teaching and learning activities, and online activities. Like face-to-face learning, online learning must also be planned, implemented, and evaluated. There are various LMS or Learning Management Systems that are used by schools in carrying out online learning such as Google Classroom, Google Meet, and Zoom where the selection of LMS (Learning Management System) must be adjusted to the learning needs and also the condition of the students.

One LMS that can simplify the online teaching and learning process is to use of the Microsoft Team application. By offering a variety of features, Microsoft Teams is one of the LMS that is in demand by educational institutions. [3] say that Microsoft Teams is an application that brings conversations, meetings, and files in a single experience in Office 365 Education. [4] also said that Microsoft office 365/teams is an application made by Microsoft that was created as a complete program package. Using Microsoft Teams, educators can work quickly and easily from conversations to creating continuing education channels. Through Microsoft Teams, online learning can be carried out in a structured manner starting from synchronous to asynchronous learning, all can be done in one LMS so that the online learning process is not much different from face-to-face learning.

Based on interviews and initial observations conducted with the Indonesian language teacher, Ms. A, it can be seen that the teacher has utilized or used the Microsoft Teams application in learning Indonesian during this pandemic. SMKN 3 Singaraja is a vocational high school that is classified as a superior vocational school in Singaraja because the students at the school have a myriad of achievements, both academically and non-academically, both locally and nationally. The number of students in the SMK is not small. This makes the teacher's task more difficult and requires more energy to organize and provide direction to students in order to achieve all learning objectives.

With many students, of course, there are differences in the character of students that must be conditioned by the teacher. This also applies to class XI DPIB1 students.

Students already have experience in online learning. The students in that class have better abilities and activities than other class XI students. This is evidenced by the results of observations and interviews conducted with Indonesian language teachers and is supported by the learning outcomes of the class XI DPIB1 students they teach. In addition, most of the students in this class participated in the National AutoCAD Competition which was held by the Engineering Student Creativity (KRAMAT) 2022 Student Executive Board, Faculty of Engineering, Mahasaraswati University Denpasar. In an interview with Ms. A conveyed that the number of students in class XI DPIB1 was 36 people. This number is not small, this has an impact on the classroom conditioning process while studying.

Regarding the research conducted, several similar studies were found. First, the research conducted by [4] with the title "Effectiveness of Using Microsoft Teams in E-Learning Learning for Teachers During the Covid-19 Pandemic". Second, research conducted by [5] entitled "The Effect of Using Microsoft Teams in Participating in Online Learning of Specialized English at SMA Negeri 2 Semarang". Third, the research was conducted by [6] with the title "Use of Microsoft Teams in Online Learning in History Subjects at SMA Negeri 1 Bukittinggi". These three relevant studies have differences in with the research to be carried out, namely in terms of research methods, subjects, and research objects. Thus, the research entitled "Utilizing Microsoft Teams as a Learning Management System in Indonesian Language Learning in Class XI DPIB1 SMK Negeri 3 Singaraja" is important to do and can add insight into the LMS (Learning Management System) for online learning so that it is expected to help teachers to carry out teaching and learning activities during the Covid-19 pandemic.

2   Research Method

The research design is descriptive qualitative. According to [7], qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The method used in this study is a descriptive method that describes data in the form of word descriptions, not numbers or other quantitative methods. This method is used to describe the data on the operational steps taken by the teacher and the learning outcomes of class XI DPIB1 SMK Negeri 3 Singaraja students regarding the use of Microsoft Teams in Indonesian language learning.

The subject of this research is one Indonesian teacher and 36 students of class XI DPIB1 SMK Negeri 3 Singaraja. The object of this research is the operational steps taken by the teacher and the learning outcomes of class XI DPIB1 SMK Negeri 3 Singaraja related to the use of Microsoft Teams in Indonesian language learning. Data collection methods are the most important step in research because the main purpose of research is to collect data [8]. Data collection techniques also mean ways that researchers can use to collect data [9]. According to [10]. data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. In this study, data collection is carried out to obtain the desired data and aims to answer the problems studied in the study.

The data collection techniques used in this study, namely: observation and documentation. Observation method is one way of collecting data by going directly to the research site by observing, recording, or recording events that occur at the research site. This technique is used to observe the operational steps taken by teachers regarding the use of Microsoft Teams as a Learning Management System in Indonesian language learning in class XI DPIB1 SMK Negeri 3 Singaraja. Observation was conducted three times by observing the teaching learning process using Microsoft Teams. The activities were noted in observation sheets including several points such as the preliminary, core, and closing activities. Documentation in the form of video recording was done simultaneously to help researchers in reviewing and processing data from pre-existing documents and supporting research. The documentation method was used to collect data on student learning outcomes of class XI DPIB1 SMK Negeri 3 Singaraja. The determination of this research instrument is closely related to the selected data collection method. The quality of research instruments will determine the quality of research data [8]. The instruments of this research are observation guidelines and learning outcomes documents for class XI DPIB1 students of SMK Negeri 3 Singaraja.

Data analysis is the process of arranging the sequence data, organizing it into one pattern, category, and, the basic unit of description. This data analysis used the descriptive qualitative analysis method. Qualitative methods are methods that pay attention to natural data; data in relation to the context in which it exists. Overall, qualitative methods utilize methods or describe facts that exist or occur, especially describing data on student problems in writing and also student performance results. Based on the theory of data analysis, this study followed the procedures, namely data reduction, data presentation, and data inference.

3   Results and Discussion

The results of the study on the use of Microsoft Teams as a Learning Management System in Indonesian language learning in class XI DPIB1 SMK Negeri 3 Singaraja include (1) operational steps taken by teachers regarding the use of Microsoft Teams as a Learning Management System in Indonesian language learning and (2) the obstacles faced by teachers in using Microsoft Teams as a Learning Management System in learning Indonesian in class XI DPIB1 SMK Negeri 3 Singaraja.

3.1   Operational Steps Taken by Teachers Regarding the Use of Microsoft Teams as a Learning Management System in Indonesian Language Learning

The study found that the supporting teacher carried out synchronous learning through the announcement feature in Microsoft Teams. The learning steps are carried out online through Microsoft Teams, covering three main activities, namely preliminary, core, and closing activities. In accordance with Permendikbud No. 65 of 2013 concerning Process Standards, the 2013 Curriculum uses a scientific (scientific) approach [11]. The stages of the scientific approach are observing, formulating problems, collecting data with various techniques, analyzing data, and communicating [12].

In this regard, these stages are carried out in the core activities. Before the core activities, there are preliminary activities and after the core activities, there are closing activities. The three stages must be contained in the learning process in accordance with the RPP (Learning Implementation Plan). The teacher first prepares a summary of the material that will be shared in Microsoft Teams in order to carry out the lesson well. The summary of the material will be shared by the teacher in the core learning activities. The steps of synchronous learning activities carried out by teachers can be described as follows. First, preliminary activities, include: (1) before starting learning in Microsoft Teams, students are reminded by the teacher through WhatsApp groups; (2) students enter the classroom in the Microsoft Teams platform. Students who have already joined will have a green tick on their Microsoft Teams account; and (3) students respond through the comments column on the teacher's greetings and read the initial learning information delivered by the teacher using the announcement feature.

In the introduction, students answer the teacher's greeting through comments on the announcement feature. Students are given information on basic competencies and learning objectives that must be achieved in the meeting. In addition, students receive information on the scope of the material or an outline of the material to be studied. This is done in the learning process considering that the learning process must begin with an introduction or orientation with the aim that students know the initial picture regarding the learning to be carried out. This is in accordance with Gunarto's [12] view which states that it will be very helpful if the teacher provides a learning framework and orientation to the material to be delivered.

Second, the core learning activities, include (1) Observing. In this activity, students read a summary of the material given by the teacher; (2) Ask. Students are asked to ask in the comments column about things that have not been understood regarding the material they have read; (3) Collecting data. Students are asked to read/find other learning resources related to the learning material being studied; (4) Processing data. Students are given a stimulus by the teacher in the form of questions related to the material being studied so that the teacher knows the students' ability to process information that has been obtained from various sources, and (5) Communicating. Students answer the questions given by the teacher through the comments column; other students respond to their friends' answers; and after the discussion was deemed sufficient, the teacher and students concluded the day's learning.

The implementation of this core activity is in accordance with Permendikbud [11]. In the 2013 curriculum, students are required to think creatively, innovatively, quickly, and responsively. Ideally, in learning, a scientific approach is used so that students are considered like scientists. Students are trained to grow courage in themselves and are trained in logical skills in solving a problem. Thus, in the learning process, students are taught to find out from various sources through several learning components. The scientific approach is carried out by paying attention to several important components, namely presenting learning that can increase curiosity, and improve observing skills, analysis, and communication [13]. Therefore, the scientific approach is contained in five learning practices or known as 5M, namely: (1) observing, (2) asking questions, (3) gathering information, (4) associating, and (5) communicating. The five learning practices are carried out in the core learning activities.

The core learning activities carried out by students and teachers use Microsoft Teams which contains learning steps according to a scientific approach, which includes 5M activities. At the observing stage, students are asked to read a summary of the material that has been given by the teacher. After finishing reading, the activity continued with the questioning stage. The teacher gives the opportunity for students to ask questions regarding the summary of the material they have read through the comments column that is available in the announcement feature. The next stage is collecting information.

When a student asks a question, the teacher does not immediately give an answer. The teacher first asks other students to help answer the questions posed by the students. To answer the questions, the teacher asks all students to read/find other learning resources, such as textbooks, the internet, and youtube. Through other learning resources, students can collect various information related to the material being studied. After that, proceed to the stage of associating or processing information. To be able to determine the ability of students to process the information that students get, the teacher asks questions related to the material being studied. When answering the teacher's questions, students indirectly practice processing the information that students get from various sources that have been read.

Then, proceed with the communication stage. Students answer the questions given by the teacher and convey the findings that students get from several sources that have been read. Other students respond to answers submitted by friends or express other opinions regarding questions given by the teacher. Indirectly the discussion process occurs at this stage. Discussion is something that must exist in learning. Discussions can foster students' motivation to think or express opinions with the insights they have so that they are able to find answers and answer questions [14]. After the discussion was deemed sufficient, the teacher asked the students to conclude the learning outcomes.

Third, closing activities, which include: Students are given assignments as evaluation materials related to the material they have just learned; Students receive information related to learning at the next meeting; Students are given time to do assignments given, and Students collect assignments on the assignment feature.

This activity includes assessment or evaluation activities or reflection on learning activities. Assessment or evaluation must be at the end of the lesson. In accordance with the opinion of Elis and Rusdiana [15], educational evaluation is an assessment of learning that has been going on with the aim of improving things that need to be improved. At this stage, students are given the opportunity to ask questions related to things that have not been understood. After that, the teacher gives an evaluation test in the form of assignments or quizzes related to the material being studied. Evaluation tests are used by teachers to determine whether students understand the material that has been studied or not. The test is one of the planned measurement efforts used by teachers to provide opportunities for students to show student learning outcomes related to predetermined goals [16].

Assessment activities are important at the end of the lesson because in general, these activities are used as a benchmark for the success of the learning process and the achievement of learning indicators. This success can be seen in student learning outcomes, one of which is by looking at the test results given by the teacher. This opinion is in accordance with what was conveyed by Sani [17], namely closing the lesson is an

activity carried out by the teacher to determine the achievement of learning objectives and students' understanding of the material that has been studied.

Based on the results of observations made on the operational steps taken by teachers in using Microsoft Teams, overall, the online learning steps taken by teachers using Microsoft Teams are not much different from the offline/direct learning steps. Learning by utilizing Microsoft Teams can help the online learning process continue in a structured manner, such as the suitability of learning with the lesson plans that have been made by the teacher. During observation, no learning steps were skipped by the teacher.

In this case, the learning steps are carried out using a scientific approach that views students as learning centers or student-centered. Assessment in the scientific approach is carried out based on aspects of knowledge, attitudes, and skills which are a unified whole. In the assessment, the teacher gives quizzes to students through the assignment feature related to the material being studied by students. The steps for giving a quiz when using Microsoft Teams can be described as follows: create a quiz in Microsoft Form, upload it to the assignment feature, and students answer quizzes.

Based on the results of observations it can be said that Microsoft Teams can help teachers carry out learning easily just by utilizing features that have been presented by Microsoft Teams.

3.2 Student Learning Outcomes of Class XI DPIB1 SMK Negeri 3 Singaraja Regarding the Use of Microsoft Teams as a Learning Management System in Indonesian Language Learning

The learning outcomes obtained by students after carrying out learning activities using the Microsoft Team show that the total value of the knowledge is 2,644 with an average of 73 and the total value of skills is 2,562 with an average of 71. Based on the interval determined at school, the grades of students in class XI DPIB 1 SMK Negeri 3 Singaraja are in the 70–74 interval with the conversion result of 2.33 with the predicate C + (C Plus) or quite good. Research on student learning outcomes is carried out by paying attention to various kinds of learning outcomes. According to Mulyadi [18], learning outcomes consist of three domains, namely the cognitive, affective, and psychomotor domains.

The use of Microsoft Teams could motivate teachers to use an effective Learning Management System and also really help support the online learning process. Teachers as facilitators can change the perception of online learning which only sends material from the internet and also sends questions on social media applications or learning applications to be able to apply online learning steps which are not much different from offline/direct learning, which is in accordance with a scientific approach. By applying online learning steps that are in accordance with a scientific approach, students become more actively involved in the online learning process so that there is reciprocal interaction between teachers and students and reciprocity between one student and another.

4   Conclusion

This study analysed the the use of Microsoft Teams as a Learning Management System in Indonesian language learning in class XI DPIB1 SMK Negeri 3 Singaraja, which consists

of the preliminary, core, and closing activities. It can be concluded that the learning steps carried out by the teacher are in accordance with the lesson plan that has been designed. The learning outcomes of class XI DPIB1 SMK Negeri 3 Singaraja related to the use of Microsoft Teams as a Learning Management System in Indonesian language learning, namely the average value of knowledge is 73 and the average value of skills is 71. C + (C Plus) or good enough. The results of the study implies that teachers must maximize the use of Microsoft Teams to support online learning during the Covid-19 pandemic to achieve the desired learning goals. Teachers must also be able to take advantage of the various features provided by Microsoft Teams to create online learning that is not boring for students. Students have been facilitated in online learning, thus, they are expected to follow online learning with discipline in accordance with the directions and instructions given by the teacher. By the utilization of this technology, learning objectives can be achieved. Other researchers are expected to be able to improve research on the use of Microsoft Teams as a Learning Management System with a different study point of view. The results of this study can be used as a reference, guideline, and comparison material to add insight into the research being carried out.

References

1. N.I.S Rakhmawati, S Mardliyah, R. Fitri, D Darni, & K. Laksono, 2021. "Pengembangan *Learning Management System* (LMS) di Era Pandemi Covid-19 pada Pendidikan Anak Usia Dini". *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. Volume 6 (1), hal. 107–118. https://doi.org/10.31004/obsesi.v6i1.991.

2. Y. Wiratomo, F. Mulyatna. 2020. "Use of Learning Management Systems in Learning Efforts during a Pandemic". *Journal of Mathematical Pedagogy (JoMP)*. Vol. I (2), hal. 62–71. https://doi.org/10.26740/jomp.v1n2.p%25p.

3. B.P Pradja, A Baist 2019. "Analisis Kualitatif Penggunaan *Microsoft Teams* dalamPembelajaranKolaboratif Daring". http://conference.upgris.ac.id/index.php/senatik/article/view/88.

4. T.H Widyarso, dan S Sutama. 2021. "Efektifitas Penggunaan *Microsoft Teams* dalam Pembelajaran *E-learning* bagi Guru Selama Pandemi Covid-19". *Jurnal Pendidikan dan Ilmu Pengetahuan*. Volume 21 (1). http://journal.umsurabaya.ac.id/index.php/didaktis/article/view/5283.

5. A. Damayanti,dan Dodi Mulyadi. 2020. "Pengaruh Penggunaan *Microsoft Teams* dalam Mengikuti Pembelajaran Daring Bahasa Inggris Peminatan di SMA Negeri 2 Semarang". Prosiding Seminar Nasional Unimus. Volume 3, 2020. https://prosiding.unimus.ac.id/index.php/semnas/article/view/650.

6. M.A Wirza, dan Ofianto. 2021. "Penggunaan *Microsoft Teams* dalam pembelajaran Daring pada Mata Pelajaran Sejarah di SMA Negeri 1 Bukittinggi". *Jurnal Mahasiswa Ilmu Sejarah dan Pendidikan*. Volume 3 (1). http://kronologi.ppj.unp.ac.id/index.php/jk/article/view/120.

7. L.J Moleong, 2014. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

8. S. Sugiyono. 2007. *Metode Penelitian Pendidikan*. Bandung: Alfabet.

9. N. Suandi, 2008. *Pengantar Metodelogi Penelitian Bahasa*. Singaraja: Universitas Pendidikan Ganesha.

10. S. Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.

11. *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 65 Tahun 2013 tentang Standar Proses, Kurikulum 2013 Menggunakan Pendekatan Ilmiah (Saintifik).*

12. F. Kurniasari. 2017. "Implementasi Pendekatan Saintifik pada Penugasan Aktivitas di Buku Teks Bahasa Indonesia Kelas VII SMP Berdasarkan Kurikulum 2013". *Jurnal Pendidikan Edutama*. Volume 4 (1). https://doi.org/10.30734/jpe.v4i1.44.

13. N. Musfiqon. 2015. *Pendekatan Pembelajaran Saintifik*. Sidoarjo: Nizamia Learning Center.

14. N. Ermi, 2015. "Penggunaan Metode Diskusi untuk Meningkatkan Hasil Belajar Materi Perubahan Sosial pada Siswa Kelas XII SMA Negeri Pekanbaru". *Jurnal SOROT*. Volume 4 (2). https://doi.org/10.31258/sorot.10.2.155-168

15. R. Elis. 2014. *Evaluasi Pembelajaran*. Bandung: Pustaka Setia.

16. A. Kurniawati. 2018. "Analisis Hasil Tes Evaluasi Pendidikan pada Mahasiswa Ditinjau dari Perbedaan Gender". *Jurnal Ilmiah DIDAKTIKA*. Volume 19 (1). https://doi.org/10.22373/jid.v19i1.4196

17. M. Sani. 2016. "Kegiatan Menutup Pelajaran". *Jurnal Universitas Muhammadiyah*. https://doi.org/10.26675/jabe.v1i3.6031.

18. M. Mulyadi. 2010. *Evaluasi Pendidikan Pengembangan Model Evaluasi Pendidikan Agama di Sekolah*. UIN-Maliki Press.