Students' Perceptions of Using Microsoft Teams Application in Online Learning During the Covid-19 Pandemic

Kristiana Nathalia Wea¹,³, Agustina Dua Kuki²

¹Program Studi Pendidikan Fisika Universita Nusa Nipa, Jl Kesehatan No 3 Maumere, Indonesia
²Program Studi Pendidikan Kimia Universita Nusa Nipa, Jl Kesehatan No 3 Maumere, Indonesia

Email: ³nataliawea@gmail.com

Abstract. The spread of COVID-19 has an impact on changing the learning process at the Faculty of Teacher Training and Education (FKIP) Nusa Nipa University (UNIPA). UNIPA chose to implement online learning using Microsoft Teams. This study aims to determine the FKIP students’ perceptions on the use of Microsoft Teams application in online learning during the COVID-19 pandemic. The sample of this research was 176 FKIP students’ which were spread in 5 study programs. They are Physics Education, Chemistry Education, Biology Education, and Elementary School Teacher Education. This research is qualitative research with data collection techniques were questionnaire and analyzed using Likert scale. The results showed that FKIP UNIPA students had a good perception of using Microsoft Teams. Students hope that this application will continue to be used during online learning with some improvements so that learning using this application can take place more effectively and efficiently.

1. Introduction

The spread of Covid-19 has an impact on various aspects of human life, one of which is the education aspect. Various efforts have been made by the authorities to ensure the learning process continues during this pandemic. One of the efforts made by Indonesian government, in this case, the Ministry of Education through circular letter No.3 of 2020 on the Education Unit and Decree No 36962 / MPK.A / HK / 2020 concerning Implementation of Education Policies in Emergency Times learning is done online [1]. Further to the Ministry of Education and Culture Decree, all educational institutions began to find out and apply appropriate online learning methods so that the online learning process could run optimally. Online learning is learning method using information and communication technology. Through online learning, students and educators able to interact and communicate each other without worrying to meet directly [2].

As one of the educational institutions, Nusa Nipa University (UNIPA) has responded to this situation wisely. UNIPA itself in the learning process already has an e-campuz application as an online learning media. However, the e-campuz application that is owned by UNIPA has not been able to fully support the online learning process. As the result, we need other supporting applications, namely the Zoom application, WhatsApp, Google Classroom and Microsoft Teams. Through various considerations, UNIPA chose Microsoft Teams application as the main application used in online
learning during the pandemic. All face-to-face learning schedules are replaced with online learning using the Microsoft Teams application.

Microsoft Teams is a communication platform that is integrated with Microsoft Office 365. This application provides features for meetings, video conferencing, file storage and offers easy access for its users. Users 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. This interaction can be done through online class meetings, chat, post, online assessment and assessment. 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 learning and learning online [3,4,5,6,7,8].

Online learning system and Microsoft Teams application are new experiences for UNIPA students and lecturers; therefore, they need to adapt with these circumstances. As the results online learning process is not running effectively and efficiently. Several problems appear during online learning using Microsoft Teams application. Consequently, researchers are interested to conduct research about student perspectives on the implementation of online learning during this pandemic. This study aims to determine students’ perceptions of online learning using the Microsoft Teams application. The results of this study are expected to help lecturers and students to improve the quality of online learning using Microsoft Teams application.

Several studies about online learning and online learning applications have been conducted. There was research about student perspectives on online learning [9,10,11,12], the usage of zoom application [13], google classroom application [14], and Microsoft Teams application [15]. Based on Brahma research [13] regarding the usage of zoom application in online learning, informed that zoom application can be an alternative media to support the online learning process. Moreover, same research about online learning applications was also conducted by Hapsari [14] regarding the use of google classrooms, which showed that this application could improve student literacy skills. Furthermore, Rojabi [15] research found that most of students have positive perspective on learning using Microsoft Teams.

Research about student’s perception on online learning is important to measure students’ perspective on teaching learning process [12]. Based on Almarabeth, behavioral aspect like student’s perspective take a main role in learning process to reach aims of study [16]. Therefore, the question of this research was “how students’ perception of online learning using Microsoft Teams application?” This article consists of five parts. First part contains an introduction to the research, the second part is about the methodology used in this study, the third part is the research results and discussion, the fourth part contains the conclusions and suggestions and the last part is the references used.

2. Method
This research is a qualitative research with a descriptive analytical approach. It means that research aims to uncover problems and obstacles occur in the field. Especially, this research aims to know student’s perception of using Microsoft Teams application in online learning. Data were collected using questionnaire and interview based on survey method. According to Thomas [17] the survey method is used when; a) the available information does not answer the research problem, b) the questionnaire is considered a more suitable method for collecting data than interviews or observations, c) the availability of resources that allow to use the questionnaire, d) the data obtained will be analyzed. Based on the opinion of Thomas [17], the survey method is more appropriate to use in this study. The reason is because this study requires quickly data collection techniques from a large sample where the sample can represent the research population.

The questionnaire consists of 4 aspects of perception. They are student’s enthusiasm, the use of the Microsoft Teams application, the obstacles faced, the expectations and suggestions of the students. The questionnaire questions used 4-point Likert scale with the type of response from strongly agree, agree, disagree and strongly disagree. The questionnaire data was analyzed using quantitative
descriptive statistical techniques, which were interpreted then. To find out the overall perspective category of respondents using the presentation criteria in the following table:

Table 1. Category and Perspective Intervals

| Number | Category       | Intervals         |
|--------|---------------|-------------------|
| 1      | Strongly Agree| 75% - 100%        |
| 2      | Agree         | 50% - 74,99%      |
| 3      | Disagree      | 25% - 49,99%      |
| 4      | Strongly Disagree| 0% - 24,99%      |

Furthermore, researcher conducted interview for students to gain deepest information about their perception of online learning using Microsoft Teams. Students impressions and suggestions during online learning using Ms. Teams are two aspects in interview questions. The interview data is used as supporting data for questionnaires.

The sampling technique used a non-probability sampling method with a convenience sampling approach. Non-probability sampling is a sampling technique that does not provide equal opportunities for each member of the population to be sampled [18,19]. While, convenience sampling is a non-probability sampling technique where the sample is determined accidentally by the researcher and the sample is able to provide information or data needed in research [20]. The population in this study was 500 students from the Faculty of Teacher Training and Education. While the number of samples in this study was 176 students with an error rate of 10%, based on sample size determination table develop by Isaac and Michael [18]. Sample was spread in five study programs. They are Physics Education, Chemistry Education, Biology Education, English Language Education and Elementary School Teacher Education. The questionnaire and interview data were analyzed to determine students’ perceptions of using Microsoft Teams application in online learning.

3. Result and Discussions

Based on survey result using a questionnaire which is distributed by google form, data obtained as in table 2:

Table 2. Students’ Perception using Microsoft Teams

| Aspect                | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----------------------|----------------|-------|----------|------------------|
| 1 Students Enthusiasm | 28,48          | 58,08 | 13,28    | 0,16             |
| 2 Microsoft Teams Usage| 24,8           | 50,74 | 23,63    | 1,8              |
| 3 Obstacles encountered| 9,6            | 27,42 | 34,51    | 28,45            |
| 4 Students Hopes      | 19,2           | 62    | 16,4     | 2,4              |

Data in table 2 related to student enthusiasm during online learning using Microsoft Teams. It shows that 28.48% of respondents strongly agree and 58% of respondents choose to agree. This data means that more than half of respondents are enthusiastic taking online learning used Microsoft Teams. Student enthusiasm can be seen through their preparation such as students preparing themselves well for the lessons, attending lessons on time and submitting assignments according to the time limit.

Online learning helps students learning process during the pandemic to replace direct learning activity. This statement supported by data in table 2. There are 24.8% of respondents strongly agree and 50.1% of respondents agree to use Microsoft Teams as online learning application. Microsoft Teams helps students in learning process during pandemics. Students be able to build communication and interaction with lecturers even though in virtual condition. Students also can communicate each other with their classmates use this application. This condition can motivate students to be independent and disciplined in learning. In addition, students learning process become easy to control...
and flexible. Moreover, students can access the material and study any time to deepen their conceptual understanding.

The questionnaire distributed to respondents was not only to know the enthusiasm and the usage of Microsoft Teams, but also to monitor student’s obstacles during their online learning. The results in table 2 showed that 34.51% of respondents chose to disagree and 28.45% of respondents chose to disagree. It means that not all students had obstacles during the learning process using Microsoft Teams. However, some students experienced some obstacles during the learning process. Generally, students faced bad internet connection in areas where they live, which is not supporting them to use this application. In addition, lack of internet data and information about the usage of Microsoft Teams become obstacle factor for students. This can be seen from the data that 9.6% of respondents chose strongly agree and 27.42% of respondents chose agree there are some obstacles on online learning process use Microsoft Teams.

Apart from various obstacles faced by students during online learning, 81.2% of respondents hoped that learning process would be continue using Microsoft Teams during the pandemic. However, online learning process using Microsoft Teams needs improvement. Such as, the learning process must be packaged more attractive through various and interactive methods of transferring concepts. In addition, interaction between lecturers and students must be improving, as well as interaction between students.

In general, students are willing to take part in online learning using the Microsoft Teams application. Students give positive response as seen from the data results is 74.22% analyzed by Likert Scale. This data informed students’ perceptions are in good category. This means that students of Faculty of Teacher Training and Education UNIPA have good perspective of using Microsoft Teams application.

Beside questionnaire data in table 2, researcher also find out some information related to students’ opinions and suggestions through interview. In the interview process, students gave a positive impression regarding the use of Microsoft Teams in online learning. Microsoft Teams application helps students extremely to keep learning during pandemic, in addition, this application is a great place to interact with lecturers. Moreover, students become more enthusiastic and disciplined attending lectures. All these statements were explained by students in following interview results;

Student A: “Using Microsoft Teams in learning process is definitely good for me. The Microsoft team helps me in the learning process. Although, the network in my village has limited access than in the city, I never give up to keep learning. I still enthusiastic take online lectures through Microsoft Teams. This application helps me in submitting assignments punctual, therefore I was trained to more disciplined. Thanks you”.

Student B: “Microsoft Teams application is an appropriate application used in online learning. I am felling grateful because of Microsoft Teams application give me a chance to keep studying course from lecturer. There are plenty of method that lecturer can use in order to improve student’s attention in learning process. As teacher candidate, we can learn various method from our lecture, so that we can conduct these methods in the future as a teacher. Thank you”.

Students gave several suggestions concern to improve learning process using Microsoft Teams. Students state that there are need some improvement in the method of presenting learning material which is considered monotonous and sometimes boring. The application of attractive learning methods is needed to increase student interest in learning and understanding of concepts. In addition, students must also prepare themselves well before taking part in learning in order to create a balanced interaction between lecturers and students. Students hopes that there will be some tutorial regarding
the usage of Microsoft Teams application. This is recorded in the results of student interviews as follows;

Students A: "This application exactly useful. It helps me during lectures from home. However, the online learning process through Microsoft Teams made students feel bored and sleepy. For that reasons, I suggest that lecturer need to be more creative using various learning methods, so that, students do not get bored easily. In addition, there needs to be socialization about how to use Microsoft Teams, because it is the first time, we learn using Microsoft Teams application. That is all and thank you".

Students B: "I hope that Microsoft Teams still using in online learning during this pandemic. It is better if lecture using a variety of methods in presenting material through Microsoft Teams. As students’ we need to prepare ourselves well before joining online learning, so that this online learning can take place smoothly and effectively”.

Except to students’ impressions and suggestions above, students also faced problems using Microsoft Teams application in online lectures. The obstacles experienced by students are generally related to the internet network that is less supportive and often has problems when taking online learning. This application requires a lot of internet quota to use. This can be seen from the interview results as follows:

Students A: "Learning using Microsoft Teams helped me stay abreast of studies during this pandemic. However, the use of Microsoft Teams in lectures must require a large amount of internet quota so it is unfortunate for friends who have economic limitations".

Students B: "At first it seemed awkward because it was just the beginning of using this application, as time passing by, I was be able to attend lectures well. The problem is that I often feel that the network in my place is inadequate”.

All of the data above, both questionnaire and interview data showed firstly, FKIP UNIPA students had a good perception of using Microsoft Teams application in online learning during the COVID-19 pandemic. It can be seen from students expecting lectures using Microsoft Teams to continue during the pandemic. Students are enthusiastic and prepare themselves well during lectures using Microsoft Teams. Study using Microsoft Teams can motivate them to be more disciplined. Moreover, students can also interact with peers and lecturers easily. These results are related to research conducted by Rojabi [15] who found that online learning using Microsoft Teams optimally supports student learning environments.

Secondly, there needs to be an improvement using the Microsoft Teams application in online learning. Such as, the teaching method must be more varied and creative. In addition, before using the Microsoft Teams application, students need to be given some explanation regarding how to use this application. This step important because, learning by Microsoft Teams is a new experience for students. Students nowadays are familiar with technology information but it does not guarantee that these students can use online learning applications well [21]. The reason is online learning applications are very different from technology information applications commonly used by students in their daily lives.

Thirdly, students faced some obstacles using Microsoft Teams during online learning. The constraints faced are more specific to internet quota and inadequate internet network. These findings are used as study material in order to develop online learning using Microsoft Teams. Therefore, it can be more effective and efficient. This is related to Almarabeth’s statement that perception plays an important role in achieving learning goals [16]. In general, the Microsoft Teams application can be a good solution for educational institutions to deliver online learning.
4. Conclusion
Learning using Microsoft Teams application will be using continuously during pandemic. Students of Teacher Training and Education Faculty, Nusa Nipa University have good perspective on using Microsoft Teams application. Students can experience the online learning process same as direct learning process as usual. Therefore, students are motivated to conduct self-study and more disciplines. Microsoft Teams application become helpful media for conducting online learning. However, there are several points need to be considered so that this application can use effective and efficient especially in teaching method needs to be more interactive and variative.

References
[1] Menteri Pendidikan. 2020. Surat Edaran No 3 Tahun 2020 tentang Pelaksanaan Pendidikan dalam Masa darurat Pendidikan Corona Virus (COVID-19)
[2] Goodyear, P. 2004. Andvices in Research on Networked Learning. Dor-drech: Kluwer Academic Publishers.
[3] Ilag, B.N. 2018. Introducing Microsoft Teams. Apress.California
[4] Buchal, R., Songsore, E. 2019. Using Microsoft Teams To Support Collaborative Knowledge Building in the Context of Sustainability Assessment. Proceeding of the Canadian Engineering Education Association (CEEA), pp 1-8.
[5] Henderson, D., Woodcock,H., Metha,J., Khan, N., Shivji, V., Richardson, C., Aya, H., Ziser, S., Pollara, G., Burns, A. 2020. Keep Calm dan Carry on Learning: Using Microsoft Teams to Deliver a Medical Education Programme During the COVID-19 Pandemic. Future Healthcare Journal. Vol 7 pp 1-4.
[6] Hubbard, M., Bailey, M.J. 2018. Mastering Microsoft Teams. In Mastering Microsoft Teams. Apress.California
[7] McVey, M., Edmond, A., Montgomery, D. 2019. Supporting Students to Develop their Difital Literacies using Microsoft Teams. ALT Winter Conference.
[8] Tsai, P. 2018. Business Chat Apps in 2018: Top Players and Adoption Plans. The Spiceworks Community (online).
[9] Mulyasa, M., et al. 2020. Persepsi Mahasiswa atas Penggunaan Aplikasi Pembelajaran Daring Saat Wabah Covid 19. Jurnal Analisis Sistem Pendidikan Tinggi, Vol 4 pp 47-56.
[10] Krishnapatria., K. 2020. From ‘lockdown’ to letdown: Student’s Perception of e-learning amid the Covid-19 Outbreak. ETL in Focus, vol 3 pp 1-8.
[11] Vitoria, L., et al. (2018). Student’s Perceptions on the Implementation of e-learning: Helpful or Unhelpful?. Journal of Physics: Conf. Series 1088:012050.
[12] Lorenzi N M and Riley R T 2000 Managing change: An overview Journal of the American Medical Informatics Association. Vol 7 pp 116-24
[13] Brahma, I.A. 2020. Penggunaan Zoom Sebagai Pembelajaran Berbasis Online dalam Mata Kuliah Sosiologi dan Antropologi pada Mahasiswa PPKN di STKIP Kusumenejaga Jakarta. Jurnal Ilmu Pendidikan Nonformal AKSARA. Vol 06 pp 97-102.
[14] Hapsari, S.A. 2019. Pemanfaatan Google Classroom Sebagai Media Pembelajaran Online di Universitas Dian Nuswantoro. Wacana Jurnal Ilmiah Ilmu Komunikasi, Vol 18 pp 225-233
[15] Rojabi, A.R. 2020. Exploring EFL Students’ Perception of Online Learning via Microsoft Teams: University Level in Indonesia. English Language Teaching Educational Journal. Vol 3 pp 163-173.
[16] Almarabeh T. 2014. Students’ perceptions of e-learning at the University of Jordan. International Journal of Emerging Technologies in Learning. Vol 9 pp 31-5.
[17] Thomas, S.J. 2004. Using Web and Paper Questionaires for Data-based Decision Making: From Design and interpretation of the Result, Corwin Press, Thausand Oaks. California.
[18] Sugiyono. 2017. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta
[19] Etikan, I, Kabiru, B. 2017. Sampling and Sampling Methods. *Biometric and Biostatistics International Journal*. Vol 5 pp 215-217

[20] Sekaran, U., Roger, B. 2016. *Research Method for Business*. Willey. UK.

[21] Popovici, A., Mironov, C. 2015. Students’ Perceptions on using elearning technologies. *Procedia-Social and Behavioral Sciences*. Vol 180 pp 1514-1519