

Implementasi *Microsoft Teams* Sebagai Pilihan LMS (Implementation of *Microsoft Teams* As An LMS Option)

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Informasi Artikel	ABSTRACT
Submit: 08 – 07 – 2022 Diterima: 29 – 08 – 2022 Dipublikasikan: 28 – 09 – 2022	<p>The aim of the current study is to evaluate an implementation of <i>Microsoft Teams</i> as an option of learning management system (LMS). In this study, we used a qualitative case study design to examine students' perceptions of a program. The findings were divided into 2 categories, the benefits, and potential drawbacks of using <i>Microsoft Teams</i>. From the results of the discussion, the benefits perceived by the participants of this study were reported to be more influential than those of the drawbacks.</p> <p>Keywords: Implementation, <i>Microsoft Teams</i>, LMS Option, Students</p>
Penerbit	ABSTRAK
Program Studi Pendidikan Biologi FKIP Universitas Jambi, Jambi- Indonesia	<p>Tujuan penelitian ini adalah untuk mengevaluasi implementasi <i>Microsoft Teams</i> sebagai pilihan sistem manajemen pembelajaran (LMS). Penelitian ini menggunakan desain studi kasus kualitatif untuk menguji persepsi siswa terhadap suatu program. Temuan dibagi menjadi 2 kategori, manfaat, dan potensi kerugian menggunakan <i>Microsoft Teams</i>. Berdasarkan hasil pembahasan, manfaat yang dirasakan oleh peserta penelitian ini dilaporkan lebih berpengaruh dibandingkan dengan kekurangannya.</p> <p>Kata kunci: Implementasi, <i>Microsoft Teams</i>, LMS, Mahasiswa</p>



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INTRODUCTION

Microsoft Teams provides learning management systems (LMS) that allow for virtual conferences, creation of resources, and digital delivery and assessment of homework (Tran, 2021). Microsoft launched Teams based on the very same base concepts as Microsoft office 365. The Teams is incorporated into a cohesive customer experience. Despite Microsoft started rolling out its suite of iterative learning in the beginning of 2016, including Microsoft Classroom through desktop app, online page, and mobile app, it would still be available across all major operating systems like windows, macOS, iOS, and Android (Sobaih et al., 2021). Teams can be used to link employees and their applications for remote employees as an alternate to or even in place of email correspondence. Teachers can manage several courses and welcome partners using the teams program.

As a central and significant determinant of education, teachers have responsibility for their daily tasks, namely preparing lesson plans, giving instructions, conducting assessments, managing classes, and aligning communication, tasks that can be exhausting and exhausting for them (Abdul Nasir Kiazai et al., 2020; Tatto, 2021). Thus, integrating technology into teaching is seen as an additional task for them as one of the external barriers to technology integration. This has on many occasions caused many teachers to be reluctant to teach using technology (Aflalo, 2014; Habibi et al., 2021; Halim & Hashim, 2019). However, the presence of digital technology at all levels of schools, elementary schools, junior high schools, high schools, and higher education institutions has been redundant and covers most of the main areas of access to schools in both developed and developing countries. Because of this phenomenon, all teachers are expected and encouraged to utilize technology in education, both in teaching and in communication (Aflalo, 2014). In short, the integration of technology during teaching activities has become an important requirement for all teachers today, in-service and pre-service. Therefore, studies for technology integration must continue to be carried out and up to date.

To make students and teachers access educational technology on a daily basis, schools are currently setting up, if not considering, one-to-one technology programs or so-called technology-bringing programs (Ackley, 2017; Morris, 2018). Various technology establishments, especially software, are available and trending among K-12 students. Web 2.0 technologies such as social media are also increasing in use by students, which encourages online and distance learning at the K-12 education level to continue to expand and become addictive applications for many students (Crawford, 2013; Rodríguez-Gómez et al., 2020). Although the Internet is not new, ministries and educational institutions in several countries, especially countries thrive and countries flourish still struggling to implement their programs, such as bring your own device, the technology of one-to-one, or social media for learning (Rodríguez-Gómez et al., 2020).

A. Microsoft Teams as a learning tool

The usefulness of online technology like Microsoft Teams tools comes from the enhanced opportunities for contact and communication that teachers provide to online learners, broadening the pool of available conversations throughout the world. It was designed to allow teachers to waste considerable time on technology and more time on teaching by streamlining classroom management and providing a central location for all class activities. The abrupt, unplanned, and forced change from face-to-face to remote teaching involves a variety of problems and limits, but with GC teachers design, collect, and mark tasks, as well as give feedback to the students (Sui, 2016). Bozkurt and Sharma (2020) stated that teachers shape students' perceptions, therefore the way they present and use the multiple aspects and resources of a course will have a significant impact on students' opinions of how valuable and important these parts and resources are.

One of the most compelling arguments for using Microsoft Team Technology in online courses is that it allows students to connect with the teachers and other students. There is no question that technological advances, such as synchronous and asynchronous conferencing tools, offer priceless opportunities for different online technologies procedures, but the primary concern is enabling teachers to create the most of techniques and supporting them as they gain the knowledge and skills. (Bozkurt and Sharma 2020). Except if tighter controls on the number of submissions are levied, schoolwork management has become challenging for groups of more than 4 or 5, and the integrated mailing system is primitive once the system is used to its full potential, the return on the investment is that it ends up taking less ability to preserve than a real knowledge management system.

B. School introduction program

School introduction program typically contains student teaching, clinical teaching, mentoring programs, and field experiences. This practical aspect of education is usually the longest and most intensive stress on teaching work experienced by prospective teachers. In the program, especially during teaching practice, pre-service teachers conducts activities independently under the guidance of a supervisor, supervising teacher, and supervisor from the university. Furthermore, the practical component of teaching is an integral part of the training structure as it bridges theoretical study and hands-on experience for students. An important aspect of teaching practice was the quality of technology integration in schools by graduate pre-service teachers at the time (Scherer et al., 2019a, 2019b; Thompson et al., 2013) which received little attention. Only some junior teachers to integrate technology in various and flexible ways to improve the learning that is centered on students (Cao et al., 2010).

One of the reasons is the limited intention of schools introduction program stakeholders. As a result, most technology integration learning is experienced after School introduction program or during teaching activities when pre-service teachers has completed its program of entering the profession . As a result, increasing attention to technology integration in School introduction program alone is not sufficient to promote technology integration in education; however, the method is important. School introduction program should also pay attention to how technology is integrated with pedagogical knowledge and content, not just using technology or standing alone (Harvey & Caro, 2017; Thompson et al., 2013). School introduction program needs to pay attention to aspects of subject content as well as pedagogical aspects of technology integration.

In this study, we looked at a procedure for evaluating the implementation of training or programs through Teams for effective and active LMS technology-based teaching, helping students and teachers feel at ease throughout distance learning due to Corona Virus Disease 2019 (Covid 19). As an alternative to and even in place of email exchanges, Teams can be used to connect teachers and their apps for educational activities. The Teams program, that also has a sufficient role for administrators and developers to connect the classroom with other apps, allows teachers to monitor many courses and invite collaborators. In this study, we examined students' perceptions of a 6-month program that used Teams for successful and active LMS technology-based teaching.

METHOD

A. About the program

The program was an inbound program that focuses on increasing international intercultural collaborative digital activities. This activity further strengthens industrial cooperation with Microsoft. This collaboration emphasizes on intercultural digital competence among students. This is expected to further expand student job opportunities in digital competence. During the training, students are expected to get an experiential and exploratory learning process. Experiential learning helps students in developing their digital competencies. In addition, they will gain exploratory knowledge and skills in utilizing Microsoft Tools. The project involved 17 student groups that was delivered on June 28, 2021.

B. Research Design, Site and Access, Sampling, and Participants

In this study we used a qualitative case study design to examine students' perceptions of a program that uses Teams as a tool. It is to evaluate the program's implementation successful and active LMS technology-based teaching that can put students and lecturers at ease during remote sessions.

Case study research is qualitative research in which a researcher investigates a limited perspective (a case) or multiple bounded systems (cases) over time using thorough and in-depth data collection encompassing different sources of data (e.g., interviews, audio visual material, and documents) (Creswell & Poth, 2018; Groth et al., 2009; McMahan et al., 2003). A qualitative approach is an in-depth and comprehensive presentation, analysis, and evaluation of "a bounded system" or phenomena, such as a person, a program, an institution, a process, a social entity, a community, or a program (Habibi et al., 2020).

The bounded system can be bounded by time and place and the case can be a program, an activity, or individuals (Abrar et al., 2018; Habibi et al., 2020; Mukminin et al., 2017). The permission was granted by the study program's director. To safeguard the rights of participants, the names of the people, locations, and location of the research were disguised using pseudonyms. In this study, a convenience case technique was used in conjunction with deliberate sampling. Convenience examples represent venues or people from whom researchers can easily reach and gather data. We were able to invite seven students to take part in our research. The core data for this study was gathered through semi-structured interviews done one-on-one. The semi-structured interviews took place shortly after the student instructors finished the 45- to 60-minute workshop. The length of the interview was determined by the participants' availability and willingness to participate (McMahan et al., 2003). The interviews were held entirely in Indonesian.

C. Data Analysis

In this study, all the participants' transcripts were assessed and compared to see whether there were any similarities or discrepancies. Line by line, the transcripts were repeated to look for patterns and emergent themes and sub-themes in the data. We began to determine how themes and sub-themes allowed us to clarify the study questions once all of the interviews had been coded and analyzed. We also eliminated or minimized overlapping and redundant data throughout this process. We employed trend coding to uncover largely consistent and recurrent patterns of statements among participants. This method was chosen because it allowed us to recognize trends and consistency in the participants' conversations and utterances. Coding involves analysis, according to (Miles et al., 2014), is a technique of labeling segments of data (typically text data) with symbols, descriptive terms, or categories. For example, relying on the coding procedures, we identified possible and broad themes and sub-themes.

Before deciding on the final themes and sub-themes, we reviewed these themes and sub-themes with co-researchers to examine them in greater depth by reading all of the participants' interview data. To be more specific, we first gathered all probable statements or quotations from each participant linked to each theme and sub-themes (Miles et al., 2014). After then, all the participants' statements or quotations were categorized into the themes and sub-themes that we had created on the fly. This was done so that we could easily take their statements or quotations into consideration when creating final themes and sub-themes (Miles et al., 2014). For example, we included all relevant statements or quotations from twelve participants linked to the theme "Inadequate vocabulary and grammar" that we categorized before.

FINDINGS

A. Themes

In research conducted to achieve the objectives of the study. As previously explained this program is aimed at developing Microsoft training modules. This program is also expected to support clear academic outcomes /personal development/employability for individuals. To apply higher order thinking skills among in-service teachers - Design higher order thinking skills activities during the program. Evaluate participants' digital competence. Embedding digital innovation in collaboration with Microsoft Malaysia in the development of teacher programs with a broader internationalization strategy. To create sustainable learning development. We divide the research themes into 2 categories, the benefits and potential drawbacks of using Microsoft Teams

B. Benefits

Interaction: Microsoft Teams allows students and instructors to interact online in ways not typically seen in traditional LMS. Microsoft Teams can be easily integrated into education management systems thereby expanding and enhancing interaction between all members, which is important for online classes and can also affect classes delivered as face-to-face and hybrids. All participants stated that interaction was a positive thing they got from learning with Microsoft Teams. Six people found the interaction very well built with Microsoft Teams; one other disagrees. Two of the interviewees who agreed stated,

“Like most learning applications that we use, Microsoft Teams does have full features from video sharing, video conferencing, sharing lesson materials and others. Especially for interaction between members, Microsoft Teams has been able to facilitate it with many features in it” (P2)

“Microsoft Teams enhances the interaction between us Education Administration students. I hope to use this application on another occasion. Not much different from the university LMS, Microsoft Teams has more advantages in its application which includes many features and is certainly more beneficial for our interactions between fellow students” (P5)

Communication: Additionally, instructors using Microsoft Teams can video chat with individual students or the entire class. Students can post pictures and notes from field research. Events can be created by students and teachers, and students can communicate with each other using Teams. Because students and teachers can post and share Microsoft information and files. Six out of seven interviewees stated that communication is one of the factors why they like Microsoft Teams. Two excerpts from the interviews are listed below,

“Besides interaction, our communication between students is also more comfortable and flexible with the facilitation provided by Microsoft Teams. So we can post pictures, share videos and other functions” (P7)

“I can communicate well with Microsoft Teams with colleagues and also with tutors. This of course makes it easier for instructions and discussions in our learning”

Flexibility: Microsoft Teams is the ideal tool for a variety of situations: small classes, group work, working students, and student athletes can easily collect, share, and record information. Additionally, the ability to record and post videos makes Teams ideal for students with special needs, learning differences, athletes and students who travel a lot. Students can watch videos repeatedly on their

phones, tablets, or computers. The team also helped when classes were canceled due to the weather. Six interviewees also stated that the flexibility provided by Microsoft Teams made them comfortable in using this application,

“Microsoft Teams is a very flexible app for me. We can watch videos over and over again with this app” (P3)

“Microsoft Teams as a learning application really helps us. Very flexible even though the internet data we use is not small (P1)

C. Weaknesses

Lack of Participation: Using Teams can have a negative impact on attendance and participation where students can watch class recordings, reviews, and meetings. We have observed that some students skip sessions indicating they will watch later, and then fail to follow through. Stakeholders can certainly check views by individual students using the LMS report, but it is also proposed that faculty include questions on the video within the video itself which compel interaction and accountability by students. Many tools can be used to accomplish this task, but the tools we use and are built into the LMS are via plug-ins. Three interviewees stated this after the use of Microsoft Teams was implemented.

“I think there is very little interaction, the presence of students in this training can be improved considering the importance of this training for us. Sharing is very useful, but again the interaction can be said to be a bit limited”

Access to technology: Students who don't watch videos and/or interact with them will have a bad impact on learning. Also, we need to consider that not all students will have access to technology; however, Teams can be easily accessed on a mobile device if someone has the app, and most students will have a smartphone or tablet with which to access it. It should be noted that some features such as editing may be more robust in the desktop version using a laptop or desktop. Lastly, recording a meeting or presentation in Teams may be a bit tricky at the moment, though this may change as Microsoft continues to improve the product. Five out of 7 interviewees stated this; two of them stated,

“Access to technology or applications used is one of the obstacles that I often face. I lived in the countryside during this pandemic. Therefore, power outages and intermittent signals made Microsoft Teams more difficult for us.” (P5)

“I have to be honest, during training, access to technology is something I feel can make Microsoft Teams difficult to run. However, I still hope that I can add to my knowledge about the use of Microsoft Teams in applying technology in the classroom.” (P6)

CONCLUSION

From the results of the discussion, the benefits felt by the training participants are more than the potential drawbacks that the interviewees informed about. From this information, it can be concluded that Microsoft Teams has more benefits than potential drawbacks (Harvey & Caro, 2017; Thompson et

al., 2013). The qualitative roadmap described below can serve as a reference for readers of this article regarding what is described as the benefits and potential drawbacks of implementing Microsoft Teams as an application in learning. This of course makes the choice of learning applications can be more beneficial.

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