STUDENTS PERCEPTION OF BLENDED LEARNING IN USING MICROSOFT TEAM

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Abstract

This study discusses student perceptions of blended learning using the Microsoft Teams application. This research is motivated by the importance of learning media to support learning so that it can continue during the Covid-19 period. The purpose of this research is to find out how students' perception of Blended Learning in Using Microsoft teams. This study uses a qualitative approach with a descriptive design. The data collection instrument used an open interview. Data analysis was carried out by means of descriptive data from the interpretation of participants' answers. The findings of this study base on the theory of positif and negative perceptions (Robbins & Judge, p 168, 2012) are : there are two perceptions, namely positive perceptions and negative perceptions. The positive perception is that Microsoft Team media was very suitable as a learning medium during the blended learning method, which is where learning is carried out in different places, on the other hand the media is very easy starting from learning that some students study at home and some study at school at the same time. Meanwhile, the negative perception is that learning can be temporarily hampered due to signal constraints in some of the students' residences. This research is expected to be an inspiration for teachers and other researchers to develop the same topic more deeply for the advancement of education.

Keywords*: Student Perception, Blended Learning, Microsoft Team Learning Media, Positive and Negative Perception*

Sari

Penelitian ini membahas persepsi siswa terhadap pembelajaran blended learning dengan menggunakan aplikasi Microsoft Teams. Penelitian ini dilatarbelakangi oleh pentingnya media pembelajaran untuk mendukung proses belajar agar dapat terus berlangsung selama masa Covid-19. Tujuan penelitian ini adalah untuk mengetahui bagaimana persepsi siswa terhadap pembelajaran blended learning dengan menggunakan Microsoft

Teams. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Instrumen pengumpulan data yang digunakan adalah wawancara terbuka. Analisis data dilakukan secara deskriptif berdasarkan interpretasi jawaban para partisipan. Temuan penelitian ini didasarkan pada teori persepsi positif dan negatif (Robbins & Judge, hlm. 168, 2012), yaitu terdapat dua persepsi, yakni persepsi positif dan persepsi negatif. Persepsi positifnya adalah bahwa media Microsoft Teams sangat sesuai digunakan sebagai media pembelajaran selama metode blended learning, di mana pembelajaran dilakukan di tempat yang berbeda. Selain itu, media ini juga sangat mudah digunakan, mulai dari pembelajaran yang sebagian siswa belajar di rumah dan sebagian lainnya belajar di sekolah secara bersamaan. Sementara itu, persepsi negatifnya adalah pembelajaran dapat terhambat sementara karena kendala sinyal di tempat tinggal beberapa siswa. Penelitian ini diharapkan dapat menjadi inspirasi bagi para guru dan peneliti lainnya untuk mengembangkan topik yang sama secara lebih mendalam demi kemajuan pendidikan.

Kata kunci: *Persepsi Siswa, Pembelajaran Campuran, Media Pembelajaran Microsoft Team, Persepsi Positif dan Negatif*

Introduction

Especially in this 21st era, the rapid development of technology makes you think that the learning process does not have to be in the classroom. They state that by utilizing existing technology, the learning process can also take place. The process of utilizing technology in learning is commonly referred to as electronic learning or e-learning. Blended learning is considered as the combination of faceto-face instruction with technology-mediated instruction or online learning that reached the most popular among the 21st -century skills in today's higher education (Bolandifar 2017). However, a learning process that only utilizes technology or only applies e-learning cannot be fully successful. This is because each student's learning style is different.

According to Ju & Mei (2018), due to limited class hours, technological approaches facilitate life-long learning. Hence, blended learning approach provides this opportunity for EFL educators and encourages them to practice the language inside and outside the classroom. Indeed, blended learning can function as an essential method to learn a foreign language aligned with the current demands of education globally. It really supports the idea behind the literatures in this paper that blended learning

approach provides the opportunity for language learners to use their brain effectively with ICT spaces to practice the language more authentically.

Literature Review

First, the study by Klimova and Prajak (2019) titled "Mobile Blended Learning and Evaluation of Its Effectiveness on Student Achievement" seeks to determine how well students at Practical English College perform when utilizing mobile apps. The experimental and statistical study of student success results forms the foundation of this methodology. The study's results support previous studies on the subject and show that using mobile apps to learn new words and phrases is successful.

Second, the study "Students' Perceptions of Using the Microsoft Teams Application in Online Learning During the Covid-19 Pandemic" by Wea & Kuki (2020). The purpose of this study is to ascertain how FKIP students feel about using Microsoft Teams for online learning during the COVID-19 pandemic. 176 FKIP students across 5 academic programs made up the study's sample. Specifically, elementary school teacher education, chemistry education, biology education, and so forth. A questionnaire was used to collect the data for this qualitative study, and a Likert scale was used for analysis. The findings indicated that UNIPA FKIP students had a favorable opinion of Microsoft Teams. Students hope that with certain modifications, this program will be used for online studying.

Third, the study "Exploring EFL Students' Perception of Online Learning using Microsoft Teams: University Level in Indonesia" by Rojabi (2020). This study aims to investigate how students feel about learning online with Microsoft Team. Twenty-eight sixth semester students from the Open University (Universitas Open-UPBJJ Jember) participated in the study. Information on EFL students' opinions about online learning with Microsoft Team was gathered through a questionnaire. After all the online learning materials have been covered, students are given surveys via Google Forms. Data from the questionnaire were descriptively examined. Research reveals that using Microsoft Teams for online learning is something new for students, but that this environment of interaction and learning encourages them to continue with it.

From the three studies above, there are similarities with the research that the author did, namely about Blended Learning and Microsoft Teams. The methods used from the two studies above are qualitative and descriptive analysis methods. And there is a difference with the research that the researcher did, namely in the instrument section. With this the author decided to research about blended learning and the Microsoft team with interview instruments.

Methods

This research is a descriptive study with a qualitative approach. Descriptive research is intended to reveal the picture objective about the conditions contained in the object under study. Whereas The qualitative approach in question is carried out to understand the phenomenon about what is experienced by research subjects such as behavior, perception, motivation, action and others holistically, and by way of description in forms of words and language, in a special context that is natural and with utilizing various scientific methods (Moleong, 2005: 6).

Interviews in qualitative research are conversations in which questions are asked to obtain information. The interview structure is based on a questionnaire with sequential questions. In this case, the whriter interviewed students who used the Blended Learning method. The questions consisted of 10 questions related to the tittle.

Participants

The participants in this study were class XII students who used Microsoft Team as a learning media during a pandemic with the blended learning method. They use the media to help the learning activities run in the current pandemic conditions. as many as 5 students as a sample of 30 students who were selected from one class using purposive sampling for interviews and documentation. Participants are people who can provide the necessary information (Moleong, 2014). The selection of participants in this study used a purposive technique, where participants were selected according to the criteria and research objectives (Speziale & Carpenter, 2003). According to Creswell (2007) states that the number of participants in qualitative research is usually 5 to 10 people, but if data saturation has not been reached, the number of participants can be increased until there is repetition of information from participants.

Results and Discussion

Based on the research that has been done, the authors get some findings from students' perception of blended learning in using Microsoft Teams. Namely as follows:

1. **Positive perceptions of students on the blended learning method in using Microsoft Teams**

Blended learning in using Microsoft Teams is very suitable

The Microsoft team's learning media at the time of the Blended Learning method was very suitable for use by students. because students feel helped still be able to do learning like at school even though they are partly at home. This is explained in the student interviews as follows:

"It's very suitable, because it's easier for the COVID-19 situation with the Microsoft team, it helps those at home to be able to participate in teaching and learning activities at school." (AD1)

"Yes, because with Microsoft Teams, we can learn together, even in different rooms." (R2)

Microsoft teams is easy to access on blended learning

The use of Microsoft Teams in blended learning as a learning medium aims to facilitate the implementation of learning during the COVID-19 pandemic.

"Yes, it's very easy because Microsoft Teams is not only communicating with one friend but Microsoft Teams can communicate with many people." (AM5)

In this case Microsoft Teams can also be created based on existing Office 365 groups, and any changes to Office 365 groups will automatically be synced into Teams, several applications available in Office 365 such as Word, Excel, Power Point, and OneNote, applications This can be used for assignments in learning.

"It's very easy and easy too, so we don't have to collect it directly from the teacher." (SB3)

"Collecting assignments is very easy, because we only collect pictures or ppt."
(PM4)

In other words, Microsoft Teams enables educators and students to stay in touch, facilitate communication, and create the impression that they are in-person meetings. Using Duty, a teacher can monitor the progress of a student's daily assignments. The app and team functions can be used by educators to support how they operate best, just like in the classroom (Sampieri n.d.).

2. **Negative perceptions of students on the blended learning method in using Microsoft Teams**

From the data that has been collected, the authors not only find positive perceptions as described above. However, there are also negative perceptions. Because in a positive perception there is always a negative perception or a different perspective. Below are the negative perceptions of students:

Unstable network signal

Learning with the blended learning method is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions. this method of learning is learning that is able to bring together students and teachers to carry out learning interactions with the help of the internet. but signal constraints can also be a barrier for those who get to study from home. such as the following perception:

"Happy, but not suitable if the network is not good." (AM5)

"Yes, but sometimes it gets blocked by the signal so that the sound is intermittent." (AD1).

Discussion

Based on the findings above, the results of the interviews showed that students' perceptions of learning the blended learning method using Microsoft Teams contained two things, namely positive perceptions and negative perceptions. This research was conducted because of the changes in the learning system during the COVID-19 pandemic. Where online learning is expected to have a positive impact on students'

good perceptions (Martin, et al., 2018). The ability to learn new material and approach problems easily will be influenced by students' feelings of pleasure. An important element in building successful learning is a student's positive or positive perception of online instruction. In addition, it is anticipated that the learning objectives can be well met with favorable student perceptions.

Online and face-to-face instruction are both included in mixed learning. Face-to-face teaching is used for learning activities, and professors can help students access online resources to enhance their knowledge. The secret is to access online resources, such as movies, articles, or websites, before class (Capone et al., 2017). There will be a class discussion of online material, then some in-depth exercises (Capone et al., 2017). To meet the learning objectives, they are completely mixed.

Conclusion & recommendation

Based on the explanation described above regarding students' perceptions of the blended learning method using Microsoft Teams, the author will describe several things that can be concluded with the question "how are students' perceptions of blended learning using Microsoft Teams?" written in the formulation of the problem related to the title of this research.

Blended Learning at Senior High School is used with the help of the Microsoft team, this blended learning activity is by dividing 2 learning schedules at home and online learning at school. This conclusion is from the results of interviews with 5 students who have already received a learning schedule from home.

There are two perceptions, namely the first positive perception and negative perception. The positive perception is that blended learning in the Microsoft team is very suitable for learning during the 2019 covid pandemic as it is today. students find it helpful in terms of studying and submitting assignments. Meanwhile, in the negative perception of blended learning in Microsoft Teams, sometimes students feel a little hampered because of signal constraints, which makes students less understanding in listening to the teacher when explaining the material.

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Conflict of Interest

No potential conflict of interest is reported.

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