

## Research article

# Microsoft Office Team 365 for Teaching Indonesian Language in Secondary Schools During COVID-19 Pandemic

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**Abstract.**

The COVID-19 outbreak has led to many changes in Indonesia. One of the strongest changes has been felt in the Indonesian language teaching and learning process. Presenting interactive media is on-demand to maintain students' engagement in learning. Microsoft Office Team 365 is an application that allows the teacher and the students to interact with each other during distance learning. This study exposes the implementation of Microsoft office Team 365 for teaching the Indonesian language in five secondary schools in Semarang as well as the barriers faced by the teachers and students. The authors found that the Microsoft Office Team 365 features are utilized well to keep the students engaged in the Indonesian language learning process.

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## 1. Introduction

The world pandemic of Covid-19 has changed many aspects of life. One that is influenced is the educational system mode [1]. The outbreak of this pandemic has led to the need of technology in teaching and learning process. the role of technology cannot be neglected in supporting the success of remote teaching and learning [2-3]. The lack of offline classroom forces the educational institution to apply blended and online teaching and learning during the pandemic Covid-19.

Except the crucial case of Pandemic Covid-19, teaching and learning today faces the digital era in which online learning or E-learning becomes a must for all aspects in educational institutions. Utilizing E-learning in the process of learning is expected to give more challenges for both teachers and students to learn better in any times and places [3-4]. Through E-learning, students may learn using a variety of internet-connected devices, including smartphones, laptops, and computers. Distant learners can sign up for virtual lectures that they can participate in from any location [5]. They can also communicate with the instructor or teacher and other students. In this learning

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environment, students can benefit from online education as it is much more flexible, inventive, and geared toward their specific needs [6-8].

An internet-only mode of teaching is also called online learning. This style of learning differs from traditional instruction, where students are expected to attend in person in a classroom [9]. In offline classroom teaching and learning, students are a lack of opportunity to engage in effective communication with their instructors in a traditional, unless they are self-confident and capable of responding in a timely manner [10]. Online learning, however, gives students flexibility and allows them to engage in a learning environment tailored to their specific needs. [11] have agreed that online students are offered opportunities for engaging learning environments. In online learning, instead of seeing other people in real life, students use virtual interactions, making it easier to meet others. To add, virtual learning utilizes a number of tools to support students' learning, such as authoring tools, rubrics, feedback tools, chat discussion, and comments [11-12]. It also gives students the opportunity to submit assignments and share documents or files.

Moreover, in online learning, students who frequently develop self-regulated learning skills are known for employing the use of time management, reflecting on reviewed materials, and asking for help from professors or peers, as well as meeting deadlines and using metacognition [13]. To add, many advantages are connected to online learning. Online education also offers students one of the best benefits because it allows them to take learning breaks at times and locations of their choosing. Class materials are readily available online, and submitting work is simple and easy [14-15]. Additionally, with synchronous learning, there are tons of chances for social interaction.

Based on the survey conducted at the beginning of remote teaching and learning, Indonesian language teachers in junior high schools also implemented online teaching and learning during the pandemic Covid-19. One of the teaching media applications used by the Indonesia language teachers is Microsoft Office Teams 365. Microsoft Office Teams 365 is an application that helps teams to work better together, as it belongs to the Office 365 ecosystem [16-17]. It boasts a remarkable advantage: users are able to see the latest group projects, so they know what everyone is doing [18].

Many of body literatures mention the potentials of Microsoft Office Teams 365 as the teaching media. [19] investigated the advantages of Microsoft Office Teams 365 in online language teaching and learning. This study revealed that using Microsoft Office Teams let the students communicate easily with their teachers and classmates through the provided channel on Microsoft Office Teams during the learning process. furthermore, a study from [20] presented the students' positive perception on the involvement of

Microsoft Office Teams 365 in their learning. In that case, the students become more cognizant of their own management skills by the end of the class. Thus, the students also will be able to better embrace their studies with a positive attitude [21]. Meanwhile, concerning to the students' learning confidence, Microsoft Office Teams 365 is more effective in that students-especially shy and unconfident ones-easily interact with the teachers and other students and get frequent evaluations from the teachers [22].

Considering the positive benefits of Microsoft Office Teams 365 during online teaching and learning, the writer is interested in exploring the current implementation of Microsoft Office Teams 365 in Indonesian language teaching and learning in junior high schools during remote teaching and learning by following the research questions below:

1. How is the current implementation of Microsoft Office Teams 365 in Indonesian language teaching and learning during remote teaching?
2. What are the barriers encountered by the Indonesian language teachers in using Microsoft Office Teams 365?

## 2. Method

This study was conducted in qualitative approach by applying a case study. A cases study is chosen since the writer expects the detail information on how the Indonesia language teachers implement Microsoft Office Teams 365 as the teaching media in their teaching and learning process as well as the barriers that they face during the implementation.

Point to the purposes of the study, the writer conducted a series of observation, semi-structured interview, and investigation on the real implementation of Microsoft Office Teams 365 in Indonesian language teaching in junior high schools. There were five Indonesian language teachers from five different schools that took part as the subjects of this study. Those samples were chosen by considering the purposive random sampling as the technique. To add, all of them were asked to fill the questionnaire of their computer skills. The result mentions that they have good ability of using computers. Further, all the subjects of the study were reported using Microsoft Office Teams 365 routinely during the Indonesian language teaching and learning.

In collected the data, the writer observed all the online classes conducted by the five Indonesian language teachers during their teaching and learning process. the observation was conducted in one semester. During the implementation of Microsoft



During the implementation of Microsoft Office Teams 365, the teachers were reported using Microsoft chatting room to make more discussion with their students. In this case, the Indonesian language teachers were fully aware of the importance of teachers-students interaction. Their awareness is in line with the current condition of remote teaching in which it is lack of interaction between teachers and students so that the teachers need to facilitate it [24]. The existence of Microsoft chatting room assists both teachers and student to realize more interactions and reduce the boredom of online remote teaching and learning [20]. Further, [25] highlight the involvement of both students and teachers in an educational setting is important to engage each member in effective communication and discussions about the tasks at hand.

During the Indonesian language teaching and learning, the Indonesian language teachers used some familiar features of Microsoft Office Teams 365 such as Office Word, Office Forms, Chatting room, and Microsoft Teams for online meeting. Office Word was reportedly used as the learning media when the students are expected to have online writing during the online meeting. In this case, most of Indonesian language teachers used Office Word to share the students' writing result and check their writing mistakes in terms of coherence, cohesion, mechanic, conjunction and diction.

*"Office Word is useful for me and my students when we want to do peer feedback each other. It is so simple and everyone can do it easily..." (Teacher 1)*

*"I usually use Office Word to discuss the student's writing. I let my student to share the writing and revise it together in peers or groups" (Teacher 2)*

Through the Office Word in Microsoft Office Teams 365, the teachers and the students give comment and revision on the work that is presented in screen. It means that Office Word has facilitated the teachers and the students in having peer feedback so that the students' learning is improved. As stated by [26], feedback plays a critical role in monitoring the students' learning. The direct feedback given to the students' writing during the remote teaching and learning may influence their Indonesian language learning progress especially in their writing.

Moreover, the Indonesian language teachers also admitted that they used Chatting room to make more discussion during the remote teaching and learning. Chatting room was used positively as the learning media during Indonesian language teaching and learning. This kind of discussion in a chatting room is also potential for providing meaningful activity as it helps the students to learn more [27]. By having such kind of activity in the Chatting room, the students do not just learn individually but they also can learn from the other students' opinion.

*“...my students are engaged in learning when they are directed in Chatting room. They keep asking and answering the topic of the day.” (Teacher 3)*

The last feature used by the Indonesian language teachers was Microsoft Teams in which it was used for having online meeting during the remote teaching. This video conference feature of Microsoft Office Teams 365 lets the teachers and students to have face-to-face interaction even they are not in the similar place [28]. During the video conference, the learning process is monitored through other features of Microsoft Office 365. This means that the features of Microsoft Office 365 build the concept of collaborative media during the remote teaching and learning [19].

### **3.2. The Barriers Faced by the Indonesian Language Teachers**

The second concern of this study underlines the obstacles that the Indonesian Language Teachers faced during the implementation of Microsoft Office Teams 365 in remote teaching and learning. Through a semi-structured interview, this study gained some information on this case. The Indonesian language teachers mentioned the barriers such as students' boredom in online learning, their technological knowledge, and lack of internet access.

According to the semi-structured interview, the Indonesian language teachers admitted that the main problem was the students' boredom during the remote teaching and learning. The students were expecting more than just online face-to-face meeting through Microsoft Teams. The regular video conference that was conducted by the teachers had not been enough for having more engaged learning process. In this case, the Indonesian language teachers made an extra effort in presenting different learning activities in every time they had video conference.

*“Somehow I need more extra and creative activities that ask my students to keep alive during the video conference in Microsoft Teams.” (Teacher 4)*

*“... they were bored in some routine online video conference. Then I am difficult in keeping them engaged in learning process” (Teacher 5)*

The excerpts of teacher 4 and teacher 5 show that students' boredom during the online video conference through Microsoft Teams is a crucial barrier that needs the attention from the Indonesian language teachers. In this case, the teachers mention that they need to collaborate the use of Microsoft Teams with the other features such as Microsoft Chatting room and Microsoft Office Form. The collaborative media during remote teaching and learning is potential to make the students interest more on the learning activities that are presented by the teachers [29]. It is in line with a study done

by [30] mentioning that teachers are expected to present more collaborative, interesting, and creative activities during the online teaching so that the students focus on what they are learning.

Another problem faced by the Indonesian language teachers was about their technological knowledge and skill in which they have to keep improve during the remote teaching and learning. They admitted that their computer skill needs more training to create the more creative teaching and learning. The requirements of online teaching and learning during the remote teaching ask the teachers to learn more on knowledge and skill about some kinds of online teaching applications as well as the online assessment process [31].

*“To be honest, I am not really good in using computer and technology. However, I keep learning and improving my computer skill by asking some colleagues to help me.” (Teacher 1)*

Fortunately, the features of Microsoft Office Teams present the convenience for the teachers when use them. In this case, the teachers mention that they can learn how to use them in You tube and other learning platforms.

*“Microsoft Office Teams 365 is quite easy for me to learn. I watch some videos of using it in You tube.” (Teacher 3)*

Except of the students' boredom and the teachers' lack of technological knowledge and skills, the Indonesian language teachers faced the problem of internet access. The issue of internet connection has been a general issue in online and blended teaching and learning process during the pandemic Covid-19. In the case of Indonesian language teachers in implementing Microsoft Office Teams 365, internet access for them and students have been the barrier too. This was shown in the following excerpt.

*“..off course it's still about internet connection. I have a problem when I need to connect it at home, so I need to be at school for having Wi-Fi” (Teacher 1)*

Here, there have been numerous examples of teachers and students getting into trouble while using the Internet. Many factors prevent the user from successfully accessing the class. A student might be unable to log in to the course because the platform is down, because the audio and image quality is poor, or because the login has been interrupted.

Overall, despite the barriers faced by the Indonesian language teachers, Microsoft Office Teams 365 has given many benefits. One of them is that Students who take the online Microsoft Teams class can access the video lecture. The lesson is available in video form, and if students are unable to participate in class or wish to revise the content,

they can simply access the video. Without the conventional classroom environment, this cannot be done. Further, one of the many advantages of working with the MS Team is that students are able to interact with teachers and peers without needing to leave their workspace [32]. They can communicate with the teachers and team members via channels that the teachers have created on MS Teams, either before or after the lecture.

## 4. Conclusion

Based on the finding, this study has shown that Microsoft Office Teams 365 has helped the Indonesian language teachers to realize an effective online teaching and learning during the pandemic Covid-19. The complete features of Microsoft Office Teams 365 such as Office Word, Office Forms, Chatting room, and Microsoft Teams optimize the online teaching and learning and reduce the students' boredom during the remote learning. However, further studies need to investigate the effectiveness of Microsoft Office Teams 365 for students' learning achievement so that it can be a complete potential of Microsoft Office Teams 365.

## Authors' Contributions

The author contributes fully in writing the article as well as collecting and analysing the data.

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