

Research Article

The Analysis of Online Learning Using Microsoft Teams on Third-grade Elementary School Students' Motivation

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Due to Covid-19, the implementation of learning is carried out online. In the implementation of online learning, students need high motivation for the implementation of the online learning process to run well. This research aims to describe the learning process, student motivation during online learning using Microsoft Teams, and obstacles in implementing online learning in third-grade elementary school students. The method used by the researcher is descriptive qualitative research because the explanation does not use numbers or statistics but describes it descriptively. Data collection techniques used in this study were interviews, observation, questionnaires, and documentation. The research results showed that students' learning motivation during online learning using Microsoft Teams has met the indicators of interest and desire, encouragement and need, attendance, appreciation, respect, engaging psychomotor activities, enthusiasm, and a learning environment.

Keywords: online learning, Microsoft Teams, students' learning motivation, qualitative study

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1. INTRODUCTION

Online learning is a distance learning system without direct face-to-face learning between teachers and students [1]–[3]. However, in this remote learning process, students can interact using various existing platforms. According to Shalev-Shwartz [4], online learning is utilizing the internet to access online learning platforms. Learning is an activity to facilitate and improve the quality of student learning [5]. Online learning is also known as online learning, with the help of internet-based interactive media, such as WhatsApp groups, classrooms, zoom, and Microsoft Teams [6]. Based on the quote, it can be concluded that online learning is a distance learning system. Students carry out the learning process directly by using several media applications that connect students and teachers to train them by self-study at home. According to [7], the function

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of educational media is as a teacher's tool for teaching that affects the conditions and learning environment that the teacher has planned.

Online learning uses a remote education system with several teaching methods where there are teaching activities that are carried out separately from learning activities [8]. This online learning can be carried out from home is not easy for students to get many assignments. Based on the quote that online learning needs motivation that encourages students to learn even though they are only learning from home, it is not easy for students to transition from face-to-face learning to online learning. Learning motivation in student learning activities that aim to be better.

Yin et al. [9] said that motivation is essential in the learning process because student motivation can encourage enthusiasm for learning and vice versa. Lack of student motivation is more difficult in the implementation of online learning. A high level of motivation in students will create the ability to focus on learning to achieve their goals. Likewise, students with low motivation will feel bored and have no interest in the learning process, plus the tasks given by the teacher are visible by students who lack enthusiasm for the solution.

The factor that causes low student motivation is the right time to carry out learning activities [10]. The right time used for learning activities also affects student learning motivation. Motivation is the root word for motive, a psychic driving force that encourages students to carry out an activity. Educators find many students with various characters and learning styles during the online learning process. Some students receive lessons without obstacles; they also find it difficult to accept the learning conveyed because there is no desire, encouragement, or interest in learning. This is as found at a private Elementary School in Surabaya. Online learning at the school synchronizes from Monday to Friday. Researchers followed this during the initial observation activities at elementary school, especially in third grade.

In this study, researchers focused on third grade, which consisted of 28 students. When online learning occurs, student attendance inaccurately is less than 90%. The inaccuracy of student attendance can affect student learning motivation. The motivation for learning in the class is very diverse, some have high learning motivation, and some have low learning motivation. Based on the initial observations made by the researcher, the researcher found participation in the learning process and student learning outcomes, especially in mathematics. Some students get scores below the minimum completeness criteria, which is 75; some students have met the minimum completeness score. Some students are also very likely to have no enthusiasm and no student interest in learning. In addition, some indicators affect students' low learning

motivation, such as students' lack of concentration during the learning process, student attitudes and habits in learning, students finding it difficult to understand learning material, and students being less active when studying. Many students also turn off the camera during the learning process. One of the determinants of each student's success in learning is motivation. Motivation can also determine whether or not it is effective in achieving goals, so the lower the learning motivation, the more difficult it is to achieve student success. There are several kinds of external and internal factors that can affect students' learning motivation during the online learning process. The possibility can be influenced by external factors and can also be influenced by motivation within students or also called internal factors.

From the above problems, the teacher seeks to create fun learning by using a variety of learning models as well as providing a variety of practical and efficient learning media to create exciting and fun learning to increase student learning motivation. One of the media used is Microsoft Teams, where this learning media is considered to be able to help increase students' learning motivation in online learning. Using the Microsoft Teams application as a supporting explanation so that students better understand the material using the help of a computer or laptop, or cellphone.

Based on the problems described above, researchers are interested in conducting research under the title "The Analysis of Online Learning Using Microsoft Teams on Third-Grade Elementary School Students' Motivation."

Several researchers who have researched the use of Microsoft Teams include:

1. The first research conducted by [11] has researched about Microsoft Office Teams. Researchers use quantitative methods in their research. The results showed that: 1) Overall, the student's interest in learning using Microsoft Team for Education was in the "Very Good" category because 94 out of 110 people, or around 85.46% of students, had achieved high scores (75). 2) The percentage increase in student interest in learning before and after learning the concept achievement model for each indicator is 49.22%, 49.48%, 49.48%, and 52.34 (all categories are outstanding). This shows that learning using Microsoft Teams for Education is effectively used to increase students' interest in learning. This study differs from previous studies on how students' interest in learning affects the effectiveness of using Microsoft Team. In contrast, the current study emphasizes students' learning motivation when online learning uses Microsoft Teams.

2. The second research conducted by Stevanovic [12] researched "Higher education students' experiences and opinion about distance learning during the Covid-19 pandemic" The difference between previous research and current research is that previous research discussed how the objective conditions of motivation experienced by students

in online learning during the covid-19 pandemic were using quantitative research with survey methods. In contrast, using qualitative research, the current study focused on mathematics subjects in grade III elementary schools in motivation to learn through Microsoft Teams.

3. The third research conducted by Kartini [13] researched the use of Teams Applications in Distance at SMAN 18 Surabaya, and the results of the research on student responses of SMAN 18 Surabaya to the use of teams for distance learning are interpreted as effective and efficient because it is straightforward and fun. It is also practical and easy to apply, and students are most happy when the teacher explains the material through the learning platform using Teams. This study uses a descriptive qualitative method by filling out a questionnaire. The results of the study stated that the results of questionnaires numbered 2, 3, 5, 6, and 7; However, most students were new to the Teams application, and they were happiest because they could meet and see the teacher's explanation of the material presented at the meeting. While questionnaire number 4 has as many as 142 respondents, students agree that although it is expensive, they still carry out well using Teams. The difference between previous research and current research is that previous research focused on the use of the Microsoft Office Teams application on students using qualitative research, for research that is currently student motivation with qualitative research and online learning using Microsoft Office Teams.

4. The fourth research conducted [14] has researched "Factors Causing Low Student Motivation in Mathematics Learning Process in Class V SD Negeri 1 Garot Geuceu Aceh Besar." The results of this study indicate that the discussion in this study is what are the causes of the low learning motivation of students in class. The factors that cause low motivation to learn in this study are students' abilities, students' environmental conditions that are not conducive, and the teacher's procedures in guiding students. The difference from this study is that previous studies conducted face-to-face about low learning motivation. In contrast, the current study describes the online learning process on student motivation through Microsoft Teams. Based on the results of previous researchers who have implemented or applied in their research, get positive results that the use of Microsoft Office Teams can be adequately implemented.

2. METHOD

The type of research used in this study is a case study. Case studies collect data and information in detail, in-depth, intensively, and systematically related to events, people,

social settings (social backgrounds), or groups using various techniques and methods and getting much information. Understand easily how events, people, and social settings operate according to the context [15].

A case study is a study of a “system unit.” Unity can be in activities or groups of individuals that include a particular place, time, or bond. A case study can consist of one unit or more than one; it remains a single unit. Cases can be obtained by one person, one class, or one school. This type of research usually includes the agency, institution, or group where the research is carried out. This case study research aims to gain in-depth knowledge or illustrations of events according to the context [16]. The approach in this research is descriptive qualitative research. Descriptive research observes circumstances, conditions, situations, or other activities, which are explained as a research report. In this research activity, the researcher only takes pictures of what happens to the object or area under study, then describes what happens in the form of a research report straightforwardly as it is [17].

Qualitative research is data collection in a natural setting by interpreting the phenomena where the researcher is the crucial instrument in sampling purposively and snowball data sources. The collection technique is triangulation (combined), inductive/qualitative data analysis, and research results emphasizing meaning rather than generalization [18]. Based on the results according to the experts above, it is concluded that qualitative research is descriptive; researchers must describe an object, a social phenomenon that is included in narrative writing. The meaning of writing is that the data and facts collected are in the form of words or pictures rather than in the form of numbers. A qualitative research report contains quotations (in fact) that are disclosed in the field to support what is presented in the report.

3. RESULTS AND DISCUSSION

Qualitative research was carried out by researchers in the odd semester of 2021. The subject of this research is class third-grade elementary students through online learning using Microsoft Teams. Analysis of student learning motivation in online learning using Microsoft Teams in third-grade class is a picture presented in this study. Primary data in the form of observations during online learning, interviews with class 3 teachers, questionnaires filled out by students and parents through google forms about student learning motivation and supporting documentation data as secondary data. The following is a discussion of the results of the data obtained by researchers.

3.1. Observation Result

Learning at a private elementary school in Surabaya is conducted online. The teacher carries out the online learning process using the Microsoft Teams platform that supports suitable learning activities, such as the teacher being able to monitor all activities and student learning motivation during online learning. Based on the observations, this study was conducted during online learning directly attended by 30 students (1 class) during learning. There are several indicators available on the observation sheet made by the researcher that can be described in the following graph:

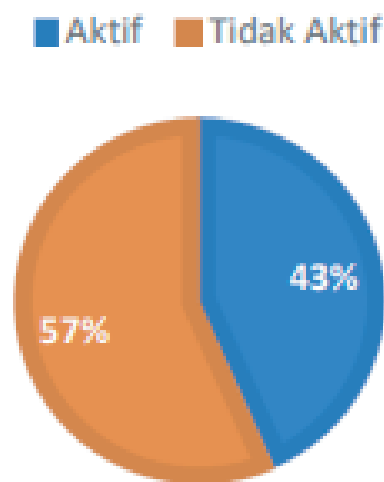


Figure 1: Interest in participating in online learning.

The results of the observation sheet above show that the highest percentage of student motivation with indicators of being on time in online learning is 87%, while 70% of students with low learning motivation with indicators of obstacles in the online learning process use Microsoft Teams.

3.2. The Results of Interviews with Teachers

Based on interviews with third-grade teachers about the analysis of online learning on learning motivation using Microsoft Teams, from 30 students in the class, three students have low learning motivation, especially in mathematics. The cause of students' low learning motivation is influenced by several factors, such as the family and community environment, so the results of student learning scores are not satisfactory/incomplete. According to the 3rd-grade teacher, one of the students with the initials N.A.R.H was the lowest among other students due to family environmental factors because the N.A.R.H

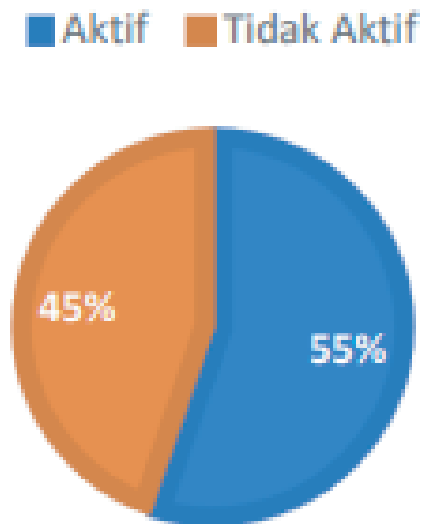


Figure 2: Doing Tasks without Procrastination during Online Learning.

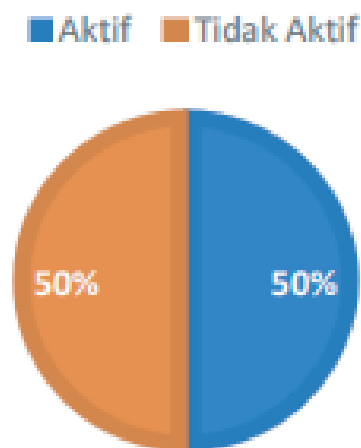


Figure 3: Actively Asking when Learning Online.

lived with his old father, some even because the facilities at home did not support the learning process. Online learning is primarily for students who turn off the camera. When the student's name is called by the teacher but the student does not respond, they pay less attention to the teacher's explanation.

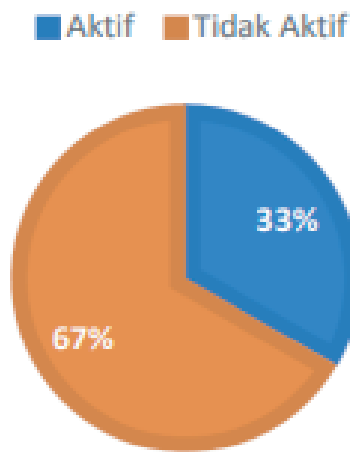


Figure 4: Dare to Express Opinions when Learning Online.

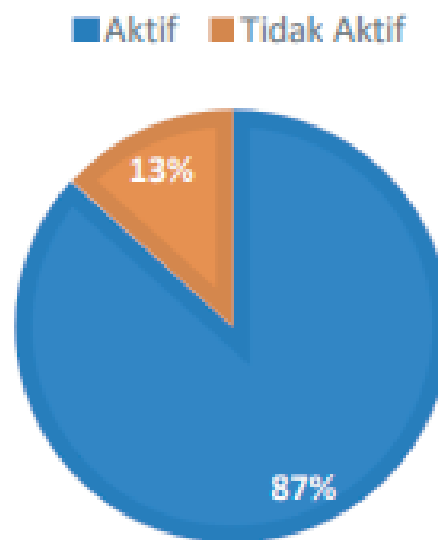


Figure 5: Be Punctual in Online Learning.

3.3. The Results of Parents' Questionnaire

The results of the parental student questionnaire that has been carried out by researchers through the google form <https://forms.gle/NhhHJA1d73PrPDFJ6> the number of 30 parental respondents, 27 questionnaires returned, and three questionnaires did not return. In online learning, children with low motivation tend to have no interest and lack enthusiasm for students when participating in the learning process using Teams. However, some students still have high motivation when participating in online learning using Microsoft Teams. Support from parents dramatically affects student learning, so parents continue to support students studying at home using Microsoft

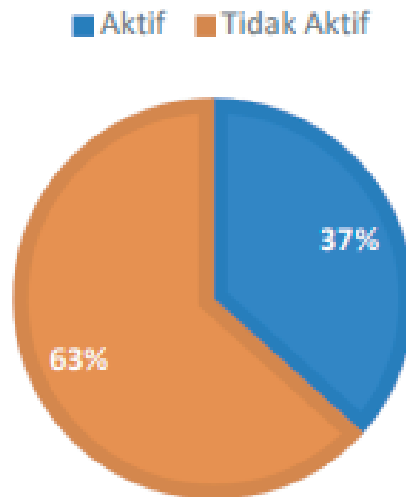


Figure 6: Student Appreciation When Participating in Online Learning.

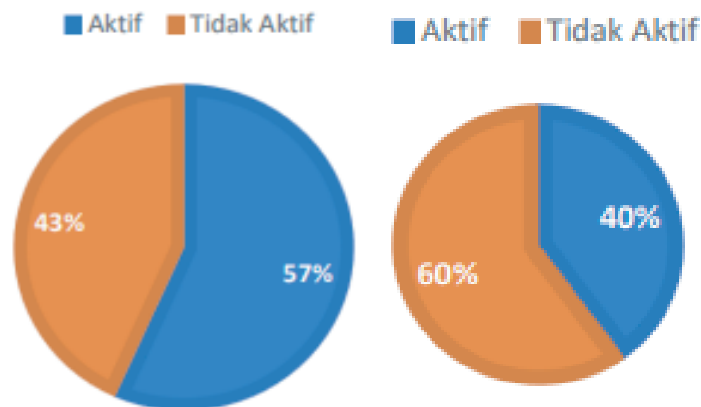


Figure 7: Paying Attention and Enthusiastic to Online Learning Materials.

Teams. Using the application, according to the parents, is very interesting because the features are straightforward and can be used by students easily.

3.4. Description of Student Questionnaire Results

The researcher distributed a questionnaire in grade 3, which contained 30 students as respondents via google form <https://forms.gle/nFjbh9iSsNT5kK1u8>, a total of 28 students who filled in and two students who did not fill. Questionnaire/questionnaire that includes questions based on indicators of students' motivation to learn mathematics during online learning using Teams, which the researchers describe as follows:

- a. Interests and passion

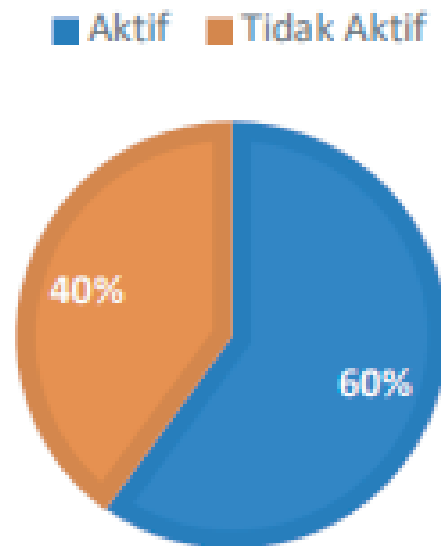


Figure 8: Conditions of a Conducive Learning Environment.

Based on the results of the questionnaire, during online learning, grade 3 students have shown their motivation on indicators of interest in participating in online mathematics learning using Teams. However, some students are not interested in participating in the learning, such as the questions given by 28 respondents as follows:

How interested are you when learning math using Microsoft Office Teams?

1) "Interested in participating in mathematics lessons taught by the teacher because the activities are fun."

2) "Not interested because learning mathematics is difficult to understand when the teacher explains."

b. Drive and need

Based on the results of research carried out by researchers on a questionnaire filled out by class 3 respondents, it shows that motivation is based on the encouragement and needs of students during the online learning process.

How enthusiastic are you when you take online learning through Microsoft Teams?

1) "I am enthusiastic about online learning but a little bored."

2) "Not so enthusiastic, prefer to study in class."

c. Attendance is not on time

The questionnaire results on grade 3 students showed an inaccuracy in attendance when online learning began; some students were always present to participate in online learning.

How often do you attend online learning through Microsoft Teams?

- 1) "Often attend lessons, but late."
- 2) "Always attend class but turn off the camera and microphone."

d. Awards and honors

The results of the questionnaire showed students' motivation for the award. Sometimes students need to give respect to students in order to keep the spirit of learning, but some students tend to have no reward in students.

What rewards do you give yourself when you take online lessons?

- 1) "I want to be a successful person, then I have to study."
- 2) "Nothing is rewarded within."

e. Interesting activities in learning

The results of the questionnaire obtained by researchers from grade 3 students show that they tend to do other activities during the learning process.

What activities do you like when learning online through Microsoft Teams?

- 1) "Can learn while lying down and playing"
- 2) "Learning through learning videos, even though meeting with friends is not in person."

f. Enthusiastic

The responses of third-grade students to the questionnaire showed that they tended to be less enthusiastic when participating in online learning. Some are excited about online learning.

What have you prepared to participate in online learning through Microsoft Teams?

- 1) "Prepare your stationery equipment and textbooks."
- 2) "Parents are still preparing stationery equipment and uniforms."

g. Learning environment.

Based on the questionnaire results, the student learning environment tends to choose a conducive place that supports networks to access the learning process by using Microsoft Teams. Some want to study with friends.

What kind of learning environment do you want during the online learning process?

- 1) "Nice place, quiet and not crowded."
- 2) "Learning with friends in the same place, bored of studying at home alone."

What obstacles do you face when learning through Microsoft Teams takes place?

- 1) "The internet network is slow, so the teacher's voice is intermittent."
- 2) "Still confused when the teacher gives a quiz on the Microsoft office team."

3) "Tired of studying at home, unable to meet friends."

The student environment's situation and condition are crucial factors that influence student learning motivation. In line with research by Dwinta [19], which states that the student learning environment plays a vital role in bringing up the learning motivation of each student, the student learning environment should be able to fully support bringing up the motivation to learn in students such as providing a conducive learning environment, providing adequate facilities.

During online learning, students learn at home, so they cannot meet face to face, but through the help of Teams, students can carry out the learning process easier. The condition of the student learning environment, when the online learning process is maximal, a conducive learning environment is needed. The parent's attention to the division of learning time and the provision of supporting learning tools or facilities during the online learning process is critical. According to [20], an excellent environmental condition is a conducive environmental situation and condition and a comfortable place for students to learn. If students feel uncomfortable with their learning environment, they will not focus, which lowers their learning motivation.

Based on the research results through observation, interviews, documentation, and questionnaires. Most 3rd-grade students have inadequate environmental conditions, such as there is still noise from the student's home situation that interferes with learning concentration; there is also a disturbance in the signal when online learning makes students feel left behind when the teacher explains the material through Microsoft Teams. Microsoft Teams is considered quite helpful and makes it easier for teachers and students to carry out the learning process because its features are complete and easy for students to use quickly and not complicated, but require a large quota. So the researcher can conclude that when the online learning process runs optimally, a conducive learning environment is needed, parental attention to the division of learning time, and facilities that support the online learning process through Microsoft Teams.

4. CONCLUSION

Based on the research results at a private school in Surabaya, especially in third grade, it can be concluded that students' learning motivation during online learning using Microsoft Teams has met the indicators of interest and desire, encouragement and needs, punctual attendance, appreciation, and respect, activities engaging in learning, passionate, and learning environment. For example, the interest and desire indicators show that overall, students are not interested in online learning because they feel

the teacher only provides the lecture method, resulting in students tending to feel bored when studying at home. Indicators in the learning environment show that, overall, students feel the same obstacles as on the network. A student learning environment is not conducive to participating in the online learning process using Microsoft Teams.

Other indicators, such as attendance not being on time, showed that some students were present on time; some were late and turned off the camera and microphone during the learning process. Student learning motivation is also shown in learning outcomes that almost all students have learning scores that meet the minimum completeness criteria. However, some students have learning outcomes below the minimum completeness criteria. The more students have high motivation during online learning, the learning outcomes obtained can be satisfactory. Vice versa, if students have low motivation, the results are less than the minimum completeness criteria.

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