

Maximizing the Use of Ms. Teams as a Tool to Improve Students' Engagement during the Online Learning

Asih Enggar Susanti¹

Universitas Pelita Harapan, asih.susanti@uph.edu

Abstract: Currently, education units from elementary to university level change the learning process system from face to face into an online system. The pandemic situation faced globally does not prevent the learning process from continuing. This is a challenge and opportunity that is simultaneously present for educators and students in adapting to the online learning system. It is an opportunity for educators to optimally use technology to be present together in learning, so that they can make teaching and learning activities more effective. But at the same time, the learning process which is carried out asynchronously and synchronously also becomes a challenge for educators to ensure that all students can be fully involved in learning. The purpose of this paper is to explain the use of Ms Teams platforms as tools or technology used in learning to increase student involvement in learning. The research method used is descriptive with the technique of giving questionnaires to students. The results show that in the learning process using the Ms Teams tolls, it can be seen that 99% of students can respond actively. 97% of students can collaborate in groups by optimizing Ms Teams as a tool used specifically in Ms Teams to increase student involvement in following the online learning process. 97% of students are actively involved in finding relevant sources or literature. 99% indicated that students were involved in the assigned activities they prepared. 96% of students have an interest in taking part in learning. 96% show that students are actively involved in learning by knowing the series or learning agenda to be carried out. Furthermore, 96% indicated that students were actively involved in learning when given space to communicate during the learning process. Based on these results, it can be concluded that by optimizing the platforms used in learning, namely Ms. Teams, it can increase students' engagement in learning which is carried out in online learning.

Keywords: *student engagement, Ms Teams, online learning.*

JEL Classification:

INTRODUCTION

The Covid-19 pandemic has brought significant changes in the sphere of education. Approximately in the last one year, all education units from the basic education unit level to tertiary institutions have changed the learning flow that has been done in person or face-to-face, now it is being carried out online. Seeing the context of this pandemic, the readiness of education units, including lecturers, is to change strategies in carrying out education, specifically in the field of learning.

Understanding the current situation and conditions, regarding the online learning process, is basically like two sides of a coin. On one hand, this situation becomes an opportunity for educators to be more creative in exploring technology, but on the other hand it also becomes a challenge for educators to actively involve students in the learning process. This is in line with what was conveyed by Nizam in (Hendayana, 2020) explaining that currently the pandemic is a challenge in developing creativity in the use of technology, not only the transmission of knowledge, but also how to ensure learning is conveyed properly. Thus, it is very important for all educators to be able to pay attention to and strive for a learning that can really encourage learning to take place actively and creatively.

An online learning is basically very open to creating collaboration between educators. In this context, Anon (2020) explains that in the distance learning process, it opens up opportunities for teachers to collaborate outside the classroom, which continues to pay attention to the pedagogy and teaching design that has been compiled. Therefore,

the distance learning process can maximize the platform or tools of technology so that it can support student involvement and optimize learning

The students' involvement in learning is so crucial that the learning process can be livelier. The concept of student involvement is a problem which has become a concern to educators, considering that in the learning process there are sometimes students who do not want to be involved in it. According to the High School Survey of Student Engagement (HSSSE) in (Shernoff, 2013), the survey results obtained about the factors that cause students not to be involved in learning, namely: 1) 75% of students feel bored in class because the learning material is not interesting. 2) 50% of students are bored every day. 3) 40% of learning materials that are not relevant to everyday life. 4) 45% of students feel that they are not part of the school community. Based on the survey results above, it shows that the importance of learning design and the pedagogical ability of educators in designing and implementing online learning.

In distance learning, students can be trapped in kind of situations, namely the lack of direct interaction with classmates or with the teacher. This is in line with (Anon, 2020) which explains that educators need to be responsive or sensitive when carrying out distance learning activities. Students can be trapped in situations or feelings such as loneliness and the lack of interaction with either the teacher or classmates so that students are not actively involved in learning. Therefore, it is important for teachers to be able to create learning that involves students and emphasize the existence of interactive learning specifically

by using applications or platforms from technology that can be used to support the process of teaching and learning activities more optimally. It is important for educators to be able to optimize the tools or technology used in distance learning such as one of the platforms used is MS Teams. Ms Teams is a product from Microsoft that can be used in organizing an online learning process.

Based on the description above, the research question in this paper is “Maximizing the use Ms. Teams as a tool to improve students’ engagement during the online learning Through this research question, the purpose of writing this paper is to explain the process of teaching and learning activities using the Ms Teams platform to increase student involvement in following the online learning process.

LITERATURE REVIEW

Distance learning leads to a different form of learning experience. Great schools Partnership (2016) explains that student involvement can be understood as an attitude that emphasizes attention and curiosity, which is shown by students during the teaching and learning process. Furthermore, student involvement can also be understood as an increase in experience in learning, the next is about concentration, interest and pleasure in doing each task. It is interesting how students can show their involvement in learning (Shernoff, 2013). This is in line with what was stated by Firdaus (2015) that a student is involved in learning when students are motivated so they can learn actively in class. Conrad (2004) echoes that learning that involves students basically provides a good stimulus

so that students can contribute actively so that they can participate in learning well. Jhonson (1998) in (Conrad, 2004) mentions some of the main characteristics of students who are involved in online learning.

- 1) Students establishing their own learning goals.
- 2) Students working together in groups.
- 3) Exploring appropriate resources to answer meaningful questions.
- 4) Tasks that are multidisciplinary and authentic, with connections to the real world.
- 5) Assessment that is ongoing and performance-based.
- 6) Products that are shared with an audience beyond the classroom so students are able to add value outside of the learning environment.

Based on the description of some of the main keys, it can be understood that fostering student engagement in learning basically needs to be well prepared. This relates to teachers who need to plan learning designs that students can actively participate in.

Student engagement in learning basically covers a comprehensive manner involving several aspects in it. Great schools Partnership (2016) explains that the scope of student involvement consists of several areas. Three of them are intellectual, emotional, and behavioral. Intellectual student engagement is basically related to the subject matter. In relation to fostering student engagement in this area, the teacher can design project-based learning, or form assignments so that it can stimulate student curiosity. Next, the student engagement in terms of emotion, the teacher can design various strategies so that they can bring a classroom climate or learning atmosphere that is safe, comfortable and conducive, and promotes positive emotions, so that students

can be engaged in the learning process. Furthermore, student engagement in the area of behavior can be started with the teacher preparing routine activities that can be carried out consistently by involving students in it so that it leads to conducive classroom activities. Parsons et al. (2014) mention three steps that can be used, including:

- 1) Engagement is associated with academic presents. Thus, the teacher designs student learning experiences that are interesting and meaningful.
- 2) Teachers can increase or decrease student involvement in class. Teachers can set a more creative classroom context by emphasizing collaborative activities.
- 3) Various ways of evaluating student involvement. In this case it is understood that the teacher can change the assignment given to further increase student involvement in learning.

Based on some of the steps above, it can be seen that learning that increases student involvement is also greatly influenced by the teacher's strategy and pedagogy in designing learning.

Hyphothesis

The use of Ms Teams as a platform used in online learning can increase student engagement in the learning process.

METHODOLOGY

The research method used is descriptive. Creswell (2004) in (Sudaryono, 2017) explains that this research method can be understood as a method that aims to describe and interpret objects as they are. The measuring instrument used is in the form of a questionnaire using a Likert scale, which can be used to measure student engagement during the learning process.

The study uses a population of Economics class of 2018 with the reaserch subjects of 27 students. Data collection was carried out in March 2021.

Research Instruments

The instrument used in this study, has eight indicators with a total of fifteen questions. There are several indicators used to focus on the research that has been carried out, namely the use of Ms Teams to increase student involvement in online lectures. The following are some of the research indicators used:

No	Research Indicators
1	Students' responses
2	Working together in groups
3	Exploring appropriate resources to answer meaningful questions
4	Interest in learning
5	Assessment that is ongoing and performance-based
6	The strategy is described
7	Numerous opportunities for communication

Figure 1: Indicator of instrument

Data Analysis

Based on the data obtained in the study, it was found that the mean of the data obtained showed significant results regarding student engagement in the online learning process. The following shows the results of research data on optimizing Ms. Teams to increase student engagement in the online learning process.

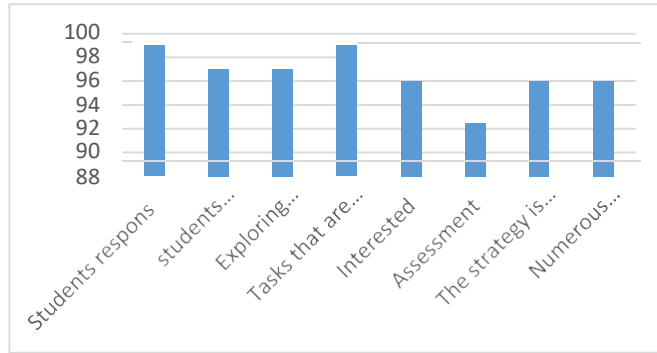


chart 1. Result

In the first indicator, namely student response, the results show that 99% of students have been able to take part in online learning by engaging in learning such as being able to respond by answering questions given either in writing, orally, and giving appreciation in the form of likes or heart icons on the platform used is Ms. Teams.

Next, the second indicator is about student engagement in working with groups. The results showed that 97% of students enjoyed group discussion activities using Ms Teams through the channels provided. In this case, it also shows that students are actively involved in completing group assignments. The second indicator shows that students engage in the learning process.

The third indicator is about the activities of exploring relevant sources so that they provide meaningful answers. The data shows that 97% of students are actively engaged in finding literature and sources used in the learning process through key questions given by the teacher so that students show engagement in learning by looking for relevant literatures which then directs students to answer and post responses on Ms. Teams.

Next in the fourth indicator, the results show that 99% of students are engaged in doing assignments. Student engagement can be seen when students do assignments so as to increase their curiosity. It deals with authentic types of assignments so that students can easily draw relationships from assignments carried out with the context of everyday life. On this indicator, students show full involvement in learning. The fifth indicator is student interest in participating in learning. The data shows that 96% of students have high interest when participating in online learning. In this indicator, it can be seen that students can be involved by showing interest in learning.

The sixth indicator is about the assessment used in learning, the data shows that 93% of students show their engagement in providing an assessment of the results of discussions posted on the Teams channel and those submitted to colleagues.

Next, on the learning strategy indicators described by the teacher, the results showed that 96% of students were greatly helped by knowing the learning strategies to be used throughout the lesson. This helps students to be actively engaged in participating in the series of lessons that have been prepared.

In the last indicator, the data shows that 96% of students show engagement during the learning process by providing space to communicate throughout the learning activity.

Based on the results of the research above, it can be seen that in fostering students' engagement during specific learning activities that are being carried out online,

various aspects are needed to present them in the classroom. One of these aspects is how the learning process is designed to be able to provide space for students to be engaged in it, so that students can give a positive response during the learning process.

Furthermore, students can show maximized engagement by joining the group in working on each given assignment. Giving students the opportunity to be in a team can support student engagement as optimally as possible.

CONCLUSION

Based on the above discussion, it can be concluded that learning that emphasizes on student engagement is crucial. The Ms.

Teams platform used in online learning is able to optimize student engagement in participating in learning activities. Students' engagement in learning is also influenced by the design or strategy used by the teacher in the classroom. Both of these can be seen through students who can respond when learning is taking place, students can collaborate in groups, skills to search for literature or relevant sources increase, best students take part in learning, assessment activities that involve students, learning strategies described by the teacher at the beginning of the lesson as well as the space for students to communicate throughout the lesson. Thus, it can be clearer that through the Ms Teams tools or platform, student engagement can increase.

REFERENCES

- Anon. 2020. "Tools to Support Remote Teaching and Learning." Retrieved March 3, 2021 (<https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-when-school-is-closed/tools-remote-teaching-and-learning/>).
- Conrad, Rita Marie; Donaldson, J. Ana. 2004. *Engaging the Online Learner : Activities and Resources for Creative Instruction (Computer File, 2004) [WorldCat.Org]*. Vol. 1. San Francisco: Calif Joessey-Bass.
- Firdaus, Farah Hanifah. 2015. *TEACHER PRAISES AND STUDENTS' ENGAGEMENT IN EFL CLASSROOM (A Case Study of Seventh Grade Students at One of Junior High School in Bandung)*. Vol. 2015.
- Great schools Partnership. 2016. "Student Engagement Definition." Retrieved March 3, 2021 (<https://www.edglossary.org/student-engagement/>).
- Hendayana, Yayat. 2020. "Tantangan Dunia Pendidikan Di Masa Pandemi – Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan Republik Indonesia." Retrieved March 3, 2021 (<https://dikti.kemdikbud.go.id/kabar-dikti/kabar/tantangan-dunia-pendidikan-di-masa-pandemi/>).
- Parsons, Seth a., Leila Richey. Nuland, and Allison WArD. Parsons. 2014. "The ABCs of Student Engagement - Kappanonline.Org." Retrieved March 5, 2021 (<https://kappanonline.org/abcs-student-engagement-parsons-nuland/>).
- Shernoff, David J. 2013. *Optimal Learning Environments to Promote Student Engagement*. New York, NY: Springer New York.
- Sudaryono. 2017. *Metodologi Penelitian* . Jakarta Rajawali Pers.