

**STUDENTS' PERCEPTIONS ON THE USE OF MICROSOFT TEAMS AS
AN ALTERNATIVE ONLINE LEARNING PLATFORM AT SMAN 2
SEMARANG IN THE ACADEMIC YEAR 2020-2021**

(A Descriptive Case Study of the Eleventh Graders at SMAN 2 Semarang in the
Academic Year 2020-2021)

FINAL PROJECT

Submitted as a partial fulfillment of the requirement for the Bachelor
Degree (*Sarjana Pendidikan*) in English Education



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*(A Descriptive Case Study of the Eleventh Graders at SMAN 2 Semarang in the
Academic Year 2020-2021)*

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PAGE OF VALIDATION

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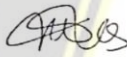
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SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi

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STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

I hereby declare that undergraduate final project I wrote does not contain the works of other people, except those which were cite in quotations and the references as a scientific paper should. If my statement is not valid in the future, I absolutely agrees to accept an academic sanction in form of revocation of my paper and my degree obtained from the paper.



MOTTO

For Indeed, With Hardship (Will Be) Ease.

Indeed, With Hardship (Will Be) Ease

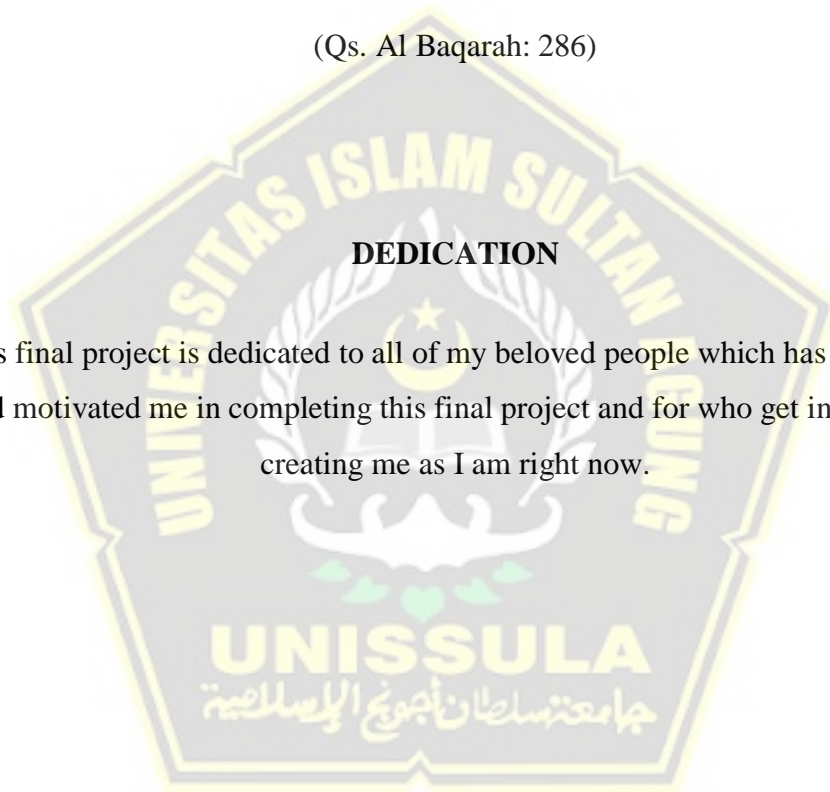
(Qs. Al-Insyirah 5-6)

Allah Does Not Burden A Soul Beyond That It Can Bear

(Qs. Al Baqarah: 286)

DEDICATION

This final project is dedicated to all of my beloved people which has supported and motivated me in completing this final project and for who get involved in creating me as I am right now.



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In the name of Allah SWT, the researcher would like to reveal the researcher's sincere and deepest gratitude to Allah for the researcher's existence in this world, the blessing, health, and inspiration leading to completion of the final project. Peace and blessing be upon the prophet Muhammad SAW who guides the people to God's path. In this opportunity, the researcher would like to express his greatest appreciation to the following people:

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Semarang, December 2021



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ABSTRACT

Nurus Sifa'ul Fuaddah 2021. *Students' Perceptions on the Use of Microsoft Teams as an Alternative Online Learning Platform at SMAN 2 Semarang in the Academic Year 2020-2021*

(A Descriptive Study of the Eleventh Graders at SMAN 2 Semarang in the Academic Year 2020-2021). A Final Project, English Department, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Mega Mulianing Maharani S.Pd.,M.Pd.

The Corona virus outbreak had hit several countries in the world. This has resulted in the physical closure of all types of educational institutions around the world, therefore education delivery has now shifted to “online only”. In this perspective, the online learning platform becomes one of the important aspects to be evaluated. The platform used as an online learning reference is Microsoft Teams. This study aims to find out how students perceive the use of Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang in the academic year 2020/2021. The population of this study were 11th grade students of SMAN 2 Semarang. The sample used was 120 students who were determined by random sampling technique. This study uses a qualitative method. This study used 2 instruments to collect data. The instruments are questionnaires and interviews. This study uses a closed end questionnaire with 12 statements and a semi-structured interview with 6 questions. After all the data is collected, the researcher inputs the data into the Cronbatch Alpha formula on SPSS to determine whether the questionnaire is reliable or not. The results of the data analysis can be concluded that almost all students at SMAN 2 Semarang, especially grade 11 gave a positive response that Microsoft Teams is an online learning platform that can facilitate and support students in the teaching and learning process in the classroom.

INTISARI

Nurus Sifa'ul Fuaddah 2021. *Students' Perceptions on the Use of Microsoft Teams as an Alternative Online Learning Platform at SMAN 2 Semarang in the Academic Year 2020-2021*

(A Descriptive Study of the Eleventh Graders at SMAN 2 Semarang in the Academic Year 2020-2021). Skripsi Prodi Pendidikan Bahasa Inggris FBlK Universitas Islam Sultan Agung Semarang. Pembimbing: Mega Mulianing Maharani S.Pd.,M.Pd.

Wabah virus Corona telah melanda beberapa negara di dunia. Hal ini mengakibatkan penutupan fisik semua jenis lembaga pendidikan di seluruh dunia, oleh karena itu penyampaian pendidikan kini telah bergeser ke “hanya online”. Dalam perspektif ini, platform pembelajaran online menjadi salah satu aspek penting untuk dievaluasi. Adapun platform yang digunakan sebagai referensi pembelajaran online adalah Microsoft Teams. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa terhadap penggunaan Microsoft Teams sebagai alternative platform pembelajaran online di SMAN 2 Semarang in the academic year 2020/2021. Populasi dari penelitian ini adalah siswa kelas 11 SMAN 2 Semarang. Sampel yang digunakan sebanyak 120 siswa yang ditentukan dengan teknik random sampling. Penelitian ini menggunakan metode kualitatif. Penelitian ini menggunakan 2 instrumen untuk mengumpulkan data. Instrumen tersebut adalah kuesioner dan interview. Penelitian ini menggunakan closed end kuesioner dengan 12 pernyataan dan semi structure interview dengan 6 pertanyaan. Setelah semua data terkumpul, peneliti menginput data kedalam rumus Cronbatch Alpha didalam SPSS untuk menentukan apakah kuesioner sudah reliabel atau belum. Hasil dari analisis data dapat disimpulkan bahwa hampir seluruh siswa di SMAN 2 Semarang khususnya kelas 11 memberikan respon positif bahwa Microsoft teams menjadi salah satu platform pembelajaran online yang dapat memfasilitasi serta mendukung siswa dalam proses belajar mengajar dikelas

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CHAPTER I

INTRODUCTION

This first chapter provides the Background of the Study, the Reason for Choosing the Topic, the Research Questions, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study

1.1 Background of Study

In 2020 the world was shaken by the outbreak of the Covid-19 virus. The virus was first reported from the city of Wuhan, China, where the process of spreading is so fast that it poses a new pandemic threat for several countries in the world. This virus also causes some mild, moderate to severe symptoms, as well as the main clinical symptoms, namely fever, cough, and difficulty breathing. The rapid transmission through direct interactions between animals and humans or humans with humans makes the number of infected victims higher. Therefore, the government issued several regulations related to the covid 19 outbreak, this has been regulated in Law Number 21 of 2020 concerning Large-Scale Social Restrictions in the context of accelerating the handling of the coronavirus outbreak which can be interpreted as restrictions on certain activities. in virus-infected areas. With the aim of preventing transmission in large numbers, this regulation has been implemented since March 2020 in Jakarta by the President of the Republic of Indonesia.

The outbreak of the Covid-19 virus has had a major impact on various aspects, one of which is the education aspect. With the outbreak of the virus, the Minister of Education and Culture, Mr. Nadiem Anwar Makarim, issued circular letter number 3 of 2020 in education units and number 36962/MPK.A/HK/2020 regarding the implementation of education in the coronavirus disease emergency period, all learning activities carried out online in order to prevent the spread of the coronavirus. The current implementation of distance learning certainly involves several roles in it, including teachers, students, parents, and several other

groups. Not only that, the learning method will also be different from face-to-face learning, and not a few of them have not been able to complete the curriculum and assessment to the fullest. Students also often feel anxious because there is no interaction between teachers and students, and this condition forces them to separate from their group mates (Daniel, 2020). One of the impacts of online learning that students feel on the current situation affects their social environment both to teachers and their friends, everything that is done will be limited by distance, habits that are often done before the pandemic situation will turn into new habits which require time to adjust.

Online learning is learning where all learning activities are carried out not face to face, but online learning uses a platform that has been determined by the school. At the start of online learning, students will now be freer to get information via the internet and students can learn anywhere and anytime. Although online learning is one of the current solutions, there are also obstacles during learning that are experienced by students and teachers such as internet connections which are sometimes not always stable so that it will hinder the delivery of material, not to mention that each student has a different background so that it does not all students can support the learning activities take place. One of the factors that cause the achievement of learning objectives or not depends on how the teacher is able to convey material to students, therefore the importance of knowing the right platform in the teaching and learning process is one of the most basic needs strategies in the success of learning activities for an educational institution. This is of course to anticipate that the right platform will bring satisfaction and will ensure the success of online learning. Educators in Indonesia use various platforms, including zoom, Google meet, Google classroom, and WhatsApp. However, these various platforms cause inconvenience to students in the learning process because of the lack of focus on the platforms used between educators with each other, so it is very important to choose platforms that support student and teacher productivity in today's work. One of the platforms where students and teachers can combine all work in one space is Microsoft Teams. This platform is integrated by Microsoft 365 where Microsoft 365 is a subscription

service that ensures all users always have modern productivity tools with the latest variations from Microsoft. Previously another name for Microsoft 365 is Office 365 which is later changed to Microsoft 365 with more benefits for users. Microsoft 365 has now been transformed into an educational version that has provided complete facilities and features. One of educational version is Microsoft Teams.

Microsoft Teams is a learning platform that brings together conversations, content, assignments, and applications in one place so teachers and school staff can see students' learning progress (Situmorang, 2020). This platform can be used by educational institutions for anyone who has activated a school or college account to be able to enjoy the features that exist while using Microsoft Teams as an online learning platform with the aim of building a learning management system in a school institution. One of the schools that have used this platform since July 2020 in Central Java is SMAN 2 Semarang. Talking about the platform used, of course, cannot be separated from the advantages it has as stated in (Pal & Vanijja, 2020). The availability of well-integrated teaching and learning spaces offers comparable features, and also Microsoft Teams is one of the better learning platforms. Better than Moodle-based platforms in some cases, in addition to supporting both synchronous and asynchronous learning. This means that Microsoft Teams helps teachers meet their needs in streamlining the flow of learning in schools to create effective learning environments.

In this case, online learning certainly raises students' perceptions on the use of Microsoft Teams platform at SMAN 2 Semarang. Perceptions of students reflect their actions or attitudes during online learning. The results depend on each students' own observations which can produce positive or negative perceptions. When online learning takes place, students feel bored because they can only listen and do every task, which does not mean that they all understand every material presented, not to mention the obstacles they face during the learning process. This statement is different from the expectation of a teacher who always tries to make learning as interesting as possible so that students will feel comfortable during online learning.

Based on the problems above, it is a necessity to do research on students' perceptions on the use of Microsoft Teams as an alternative online learning at SMA 2 Semarang, Central Java, Indonesia. The results of this study are expected to be a reference for developing a good online learning system in the future.

1.2 Reason for Choosing the Topic

The researcher chose the topic by considering for several reasons, they are:

1. The policy of limiting interactions implemented by the government at this time makes different situations and conditions in the teaching and learning process in schools, in this case, the use of technology is needed to succeed a goal of learning itself, so determining the right platform is the main thing that must be done for a school or teacher institution.
2. In high school level, especially SMAN 2 Semarang as my plan to do research at this school, using Microsoft Teams as an additional learning platform used by the school community and students during the Covid 19 pandemic, which has not yet been determined.
3. Microsoft Teams is a digital platform that can be used to support distance learning with the support of many complete features by the objectives of the interaction to be achieved which in this case is very useful for students and teacher as long as they do distance learning.

1.3 Research question

The research question of the study is how are the students' perceptions on the use of Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang in the academic year 2020/2021?

1.4 Objective of the Study

The objective of the study is to describe students' perceptions on the use of Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang in the academic year 2020/2021.

1.5 Limitation of the Study

This study only focuses on the description of the students' perceptions on the use of online learning platforms. This study is designed to explore the students' perceptions on the use of Microsoft Teams as an alternative online learning platform from students of eleventh grades at SMAN 2 Semarang in the academic year 2020/2021.

1.6 Significance of the Study

The significance of this study highlights the pedagogical and practical significance. This main outcome from this study is expected to be useful, and advantageous for teachers, students, and also next researchers

1. Pedagogical Significances

This study is expected to be used as a reference for developing an online learning system. Furthermore, hopefully that this study can show the teachers and the school community about students' perceptions on the use of Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang.

2. Practical significance

a. For teachers

This study might serve the information for teachers about students' perceptions of online learning platforms. Thus, teachers can find out what obstacles are during learning so that teachers can carry out online learning during the pandemic effectively, efficiently, and optimize learning activities in schools and improve student learning outcomes.

b. For students

Students can find out the benefits of using the platform during online learning to help them learn without being constrained by space, time, and circumstances. Thus, they are always motivated to improve learning outcomes.

c. For the next researchers

This study could give sources of information and references for further researchers in conducting research related to students' perceptions of online learning platforms.

1.7 Definition of Key Terms

In order to make the study simpler to understand, the researcher emphasizes the definition of the key terms as follow:

1. Perception

Lekhanya & Dlamini (2017) define that perception is defined as a broad imagination and a meaningful picture of an information, then poured into the mind of each person, where it is referred to as the way someone gives an opinion on something.

2. Online Learning Platforms

Research on online learning states that understanding the adoption of online learning, continuation, and learning outcomes through online platforms is very important to ensure that technology in education is applied and gets the maximum benefit (Panigrahi et al., 2018)

3. Microsoft Teams

Microsoft Teams is one of the full-featured platforms that can help activities in doing work. According to Olugbade & Olurinola (2021), the use of Microsoft Teams is said to greatly improve teaching and learning, teachers' ability to assess and monitor student work, class organization, and teacher-student interactions. Teacher and student behavior using the Microsoft Teams platform can be influenced by self-efficiency, age, training, and internet availability Masadeh et al.,(2020a).

1.8 Organization of the Study

This final project is organized into five chapters, as follows:

Chapter I introduces the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II describes a review of related literature. It contains the General Concept of perception, General Concept of Online Learning Platform, General Concept of Microsoft Teams, and Review of Previous Studies.

Chapter III entails the Research Method that consists of the Design of the Study, the Participants of the Study, the Instrument, the Validity of the instruments, Reliability of instruments, Data Collecting Procedure, and Data Analysis.

Chapter IV deliberated about the Results, the Description of Respondents' Responses, and the Discussion. The Result of this study includes the Validity and the Reliability measurements of the instruments, the Collected Data Information, and the Result of the Respondents' Responses.

Chapter V covers the Conclusion and the Suggestion.

CHAPTER II REVIEW OF RELATED LITERATURE

Chapter II presents reviews of related literature which concludes several points to be explained. The theories cover perception, online learning platforms, Microsoft Teams, and the review of previous studies.

2.1 Perception

Perception is the first keyword in this title. It becomes the sub-chapter in chapter two that covers the definition of perception, the dimension of perception, and the processes of perception.

2.1.1 The Definition of Perception

Perception is the ability of the five senses to understand an object based on awareness and openness to the outside world (Petter, 2017). The process of perception can occur through the five senses. Perception involves the five senses such as the human vision of an object that occurs and then processed into information from the results of concluding and interpreting the message. To relate to an object, perception is often placed in direct contact with the external environment. In this case, perception is something that works properly in present a good thing.

Lekhanya & Dlamini (2017) state that perception is defined as a broad imagination and an image that has more meaning created by people in their minds. Everyone has their own way of interpreting a thing they have seen as it appears. As good or bad, small or big depends on their thoughts, because everyone has different thoughts and is free to pour their ideas into a conclusion.

Based on the explanations of the experts above, the researcher concluded that perception is a conscious process of something through the five senses to understand an object. In action perception can produce positive or negative conclusions, depending on the process, this is because everyone has an assessment and action after receiving a stimulus from what is felt by his five senses so that it

develops into a thought which in the end the person has a view of a case or situation incident. So the difference in perception of each person is a natural thing that happens because everyone has different characteristics, personalities, experiences, and thinking abilities.

2.1.2 The Dimensions of Perception

According to Qiong (2017), perception is divided into 2 dimensions. The followings are the dimension of perception:

1. The Physical dimension of perception

The physical dimension is the dimension of the conversion of the stimulus into a form that can be used and functions in obtaining information or knowledge about the outside world. In perceiving physical dimensions, it is not uncommon to make a few mistakes due to physical differences between one another so that doubts arise as to how close this perception is to actual reality.

2. The Psychological dimension of perception

The psychological dimension is a dimension that provides an interpretation of the selected stimulus. The psychological dimension is more significant because attitudes, values, interests, and needs have a greater impact on the view of the outside world.

There are two dimensions of perception. The physical aspect functions to obtain information and knowledge from the outside, and the psychological dimension functions to interpret the stimulus of the selected one. The physical dimension is important, but it may not be very helpful in improving cross-cultural communication skills. Therefore, beliefs, values, attitudes, needs, interests, etc. make the psychological dimension more important.

2.1.3 The Processes of Perception

According to Qiong (2017), there are 3 processes of perception. They are selection, organization, and interpretation.

1. Selection

Selection is a series of processes of selecting information stimuli and turning them into meaningful experiences. In other words, selection means selecting information properly to avoid information interference and discarding information that does not match. The information obtained certainly needs to be re-filtered so that there are no problems at the end of the conclusion. Therefore any incoming information must go through a selection process.

2. Organization

Organization refers to the grouping of information after the selection process. In this step, the organizing stage will place objects or people into categories. These categories can be seen from the color, texture, shape, size, and so on which have a mutually influencing relationship with one another. For example, when asked what the earth is, then some people might answer and describe it in terms of shape, color, and so on.

3. Interpretation

Interpretation is the process of attaching meaning to the selected stimuli after being categorized into a structured and stable pattern. In the interpretation stage, there will certainly be differences of opinion in giving meaning, different people can give different interpretations even though the stimulus is the same. For example, throwing a smile at people you meet on the street is a common thing that happens in Indonesia, which interprets this as a friendly act. The difference in interpretation is due to cultural differences between one country and another, so things that are commonly done in Indonesia are not necessarily common in other countries.

The perceptual process begins with the selection of innumerable information stimuli in daily life, followed by the organization of the stimuli, and the selected information is categorized according to the characteristics of each of these stimuli and ends with the interpretation of the stimuli. The meaning of the stimulus can be divided into structured patterns. Therefore, the importance of a

process in perceiving a thing is something that needs to be considered, because this will be an important point in determining the results of the perception.

2.2 Online Learning Platform

Online learning platform is the second keyword in this title. This sub-chapter discusses the meaning of online learning platform, the types of online learning platform, and the advantages of online learning platform.

2.2.1 The Definition of Online Learning Platform

Online learning is one part of learning that is supported by technology and is accessed via the Internet, intranet, and extranet (Urdan & Weggen, 2000). Learning can be interpreted as a form of information technology that can be applied in the world of education where every student and teacher can carry out virtual learning. Sajaril et al. (2020) mention that online learning is defined as learning that is connected to a computer network or the internet. Students can use mobile phones or computers to study, so online learning activities are used as a way for students to learn more fun because they are not always glued to books. The online learning platform is one of the additional tools in promoting online learning. The online learning platform involves several interactivities in the form of online interactions between students and teachers by utilizing a series of applications as a medium for delivering content with varying levels of sophistication such as animations, simulations, links to materials on the intranet or the web, and others.

According to Cakrawati (2017), online learning platforms make it easier for students to complete assignments as long as there is internet access and make it easier for teachers to create and share material with students, not only that, parents can also monitor their children's learning progress. Online learning platforms involve teachers in integrating technology into the teaching and learning process in the classroom, this certainly has an impact on the development of students in practicing their skills during independent study. Therefore, it can be concluded that the online learning platform is very important for students and

teachers because it is one of the supports for achieving effective and efficient learning goals by utilizing the various completeness of the available platforms following the interaction goals to be achieved.

2.2.2 The Types of Online Learning Platform

According to Algahtani (2011) there are two types of online learning. They are computer-based learning and internet-based learning.

1. Computer-based learning

Computer-based learning is learning that utilizes hardware and software. There are two ways to use it, namely computer-assisted learning and computer-managed instructions, each component can use one of the two ways. Computer assistance serves as a learning tool or media that can assist students and teachers in completing assignments. Instructions managed by the computer function as storage and retrieval of information to assist data processing. Computer-based learning is a substitute for traditional methods by presenting interactive software that functions as an independent learning tool outside the classroom such as simulations, games, problem-solving, and exercises.

2. Internet-based learning

Internet-based learning can be interpreted as the development of computer-based learning or in another sense, internet-based learning is a learning medium using the internet as a medium, for example, all content needed in the learning process is available on the internet, intranets, and extranets with the availability of links to related knowledge sources, such as referrals and e-mail services. There are three modes in its function, namely an additional mode that complements traditional methods as needed, mixed-mode provides a temporary title for traditional methods with several tools such as email and video conferencing, and truly online mode which has the most complete innovation, and is the only use. network for learning.

There are two types of online learning, computer-based learning is learning that involves the use of several hardware and software, and internet-based learning is learning that uses the internet as a learning medium. The current conditions, of course, internet-based learning is more effectively used by students, teachers and several other circles as a learning medium. Most students and teachers use internet-based learning because it is felt that it is faster and easier to obtain information, therefore students are encouraged to continue to study independently by utilizing information sources on the internet.

2.2.3 The Advantages and disadvantages of Online Learning platform

Stated by Arkorful & Abaidoo (2014), some of advantages of using online learning platform in the teaching and learning are:

1. The time and place of use are very flexible.
2. E-learning provides a discussion forum that encourages students and teachers to interact to facilitate communication without fear of expressing opinions or receiving opinions from other friends.
3. E-learning can increase the effectiveness and quality of learning because it is easy to access a large amount of information needed.
4. E-learning can minimize costs, meaning that students and teachers do not have to travel and do not need buildings as learning facilities.
5. E-learning can consider the different abilities of each individual learner.
6. E-learning can complete the lack of administrative staff in every school institution.
7. Using E-learning will allow students to avoid stress so that it can increase satisfaction and quality of learning.

The benefits of online learning platforms are felt by students as long as they carry out online learning. Online learning platforms not only meet the needs of students while studying but also encourage students to improve independent learning effectively and efficiently. With this learning platform, it certainly makes it easier for students to carry out learning.

According to Zhao et al. (2017), the advantages of online learning are the realization of independent learning, with a traditional learning system, many students use general teaching materials and show similar learning outcomes with other students. As for the online learning pattern, students are led to learn and do assignments independently. In addition, students can also choose learning content according to the characteristics and speed of their respective ways of learning. Time, place, and teaching materials are no longer a limitation in the learning process. In e-learning, teachers and students can also be more interactive through chat features, discussion forums, email, downloading information, and sending homework.

Then it is concluded that the online learning platform is suitable to be used as a learning tool in improving the ability of each student and teacher.

Talking about advantages, of course there are disadvantages on each side. This deficiency will be a complementary part of a particular piece of information. There are several disadvantages of using online learning platforms. According to Fernández et al., (2017), the disadvantages of online learning platform, are:

1. Lack of teacher preparation in dealing with new technology, teachers need to make an effort to learn, given the existing structure in the platform, and it is not uncommon to feel anxious because of new things.
2. The teachers and students generate exclusion in those that have no access or possibilities to access them (the digital divide increases).
3. Teachers need to carry out the learning process with greater previous detail than with traditional methods.
4. Greater time investment is needed (especially at the beginning) when preparing a virtual course.
5. Problems that a student might come across must be anticipated. Elements that help him or her to overcome them must be available.
6. Social relations will disappear because “face-to-face” contact is lost.
7. Teachers will find it more difficult to motivate their students and prevent students from dropping out.

8. Teachers expect their students to be more mature, consistent and responsible for their duties.

Each thing certainly has advantages and disadvantages of each side. This of course affect the function of the user, but this is an important point and its own character for it. It is important to remember that the conditions that determine the adoption of a particular platform depend on the characteristics and needs of the educational environment in which it is used.

2.3 Microsoft Teams

This sub-chapter discusses the definition of Microsoft Teams, The Strengths and Weaknesses of Microsoft Teams, and The Tips of Using Microsoft Teams

2.3.1 The Definition of Microsoft Teams

According to Henderson et al. (2020), Microsoft Teams is a platform that is integrated with Microsoft Office 365 by providing several complete features such as meeting features, video conferencing, file storage and some easy access for users. In using Microsoft Teams, teachers can conduct classes as if they were meeting in person or for real. This interaction can be done through chat, posts, ratings, and others. This certainly makes it easier for students and teachers to communicate. In addition, Microsoft Teams can be defined as a team relationship, both in small and large organizations, that allows users to communicate and collaborate wherever they are. According to T Sanga & Purba (2021), the advantages of Microsoft Teams are that it can bring together conversations, meetings, files, and applications in one place. These advantages are very helpful for users in working or studying because everything has been centralized into one place, for example in editing a document simultaneously without opening other applications. Henderson et al. (2020) mention that Microsoft Teams has been protected and monitored by the NHS Secure Boundary which is a perimeter security project that supports NHS organizations. This means that anything posted to Microsoft Teams has guaranteed security.

Based on the explanation above, it can be concluded that Microsoft Teams is a full-featured communication platform where conversations, content, and applications are brought together in one place. Everyone's needs can be met and communication can take place efficiently.

2.3.2 The Strengths and Weaknesses of Microsoft Teams

According to Schneider (2020), there are strengths in using Microsoft Teams as follows:

1. The high number of supporting resources for the central space in program integration, such as various collaborative tools, resource updates, and unlimited backups.
2. Accessibility of online provision such as not being tied to location and also a central space that allows interaction
3. Flexibility in the sense that discussions can be carried out outside a predetermined schedule or can be continued after the discussion session is over, guests do not need to spend a lot of time to get to the location, simply by utilizing the available features in a simple and practical way
4. There is a recording device to make it easier to share the screen where this is very helpful for students when there is material that is not yet understood.
5. Availability of a chatbox that can help each student in overcoming any problems that occur such as problems in pronunciation or unclear references. In addition, it can help in student understanding.

There are many strengths offered by Microsoft Teams, it certainly provides a better distance learning experience, especially for students and teachers in making learning successful today. The availability of a full range of features is one of the impetuses for students and teachers in improving the quality of their learning. It can be concluded that Microsoft Teams is a platform that can help students and teachers during the teaching and learning process in the classroom.

However, there are weaknesses in using Microsoft Teams as an online learning platform, as follows:

1. Waste of time in preparing every online resource that is accessed
2. The occurrence of different time zones in each region to allow discrepancies in holding discussions
3. Students must take turns expressing an opinion because there is no opportunity for some conversation.

A learning platform like Microsoft Teams certainly has its strengths and weaknesses. The students and teachers must know the strengths and weaknesses of using the platform, this is because it is closely related to the ongoing learning process. Therefore, knowing this can be used as references for consideration in the teaching and learning process in the future.

2.3.3 The Tips of Using Microsoft Teams

According to Poston et al. (2019), there are some tips for using Microsoft Teams, such as:

1. Get started with Microsoft Teams step by step. For example, asking students to do group work using Microsoft Teams.
2. Create a special space to start the discussion before recording the video.
3. Ensure that every student can understand the function of Microsoft Teams before use.
4. Team meetings are public in the sense that if you want to maintain privacy between friends, create a new chat and schedule a meeting and then invite certain people.
5. It is recommended to often gather with people who are more knowledgeable about Microsoft Teams because it is expected to expand their knowledge even more
6. Join Microsoft's innovative educator program and stay on top of every related program for free.
7. If recording a discussion session, make sure every student knows and agrees to record the video.

In short, the tips of Microsoft Teams bring easiness for the users in applying it.

2.4 Previous Studies

The researcher found some relevant studies which discussed the use of Microsoft Teams as an online learning platform or as a strategy to solve challenges in the world of E-learning education for the continuity of the student learning process. They were entitled "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia", "Students' Perceptions of E-learning platforms (Moodle, Microsoft Teams, and Zoom platforms) in The University of Jordan Education and its Relation to self-study and Academic Achievement During the COVID-19 pandemic", "Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using the system usability scale and technology acceptance model in India", which were written by Ridho, Masadeh et al., and Pal & Vanijja.

The first research was previously conducted by Ridho (2020) entitled "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia" in exploring students' perceptions about online learning through Microsoft Teams. The researcher concluded that online learning using the Microsoft Teams platform helped the researcher in building an optimal learning environment so that many students gave positive perceptions of the learning environment in online classrooms. The assessment given by students was nothing but their own experience as long as they used Microsoft Teams as an online learning platform. The interactions involved were not only among students but interactions between students and teachers were also supported through online learning. In his research, the writer distributed questionnaires to 28 students from the PAUD undergraduate program at the Jember branch of the Indonesian Open University who were selected by purposive sampling. This research was an attempt to describe students' perceptions in online learning from 2 aspects of perception, namely students interaction and students learning environment for the English class using Microsoft Teams as the platform.

The second previous study was about the use of E-learning platforms as a way to solve challenges in the world of education for the sake of the students

learning process. This second research was conducted by Masadeh et al. (2020) their research entitled "Students' Perceptions of E-learning platforms (Moodle, Microsoft Teams, and Zoom platforms) in The University of Jordan Education and its Relation to self-study and Academic Achievement During the COVID-19 pandemic" to examine aspects that were important in solving challenges in e-learning education using the Moodle platform, the Microsoft team, and the Zoom platform during the COVID-19 pandemic from the students perspective. The population was 250 students consisting of undergraduate and graduate students. The researchers used a questionnaire that was distributed to the students, for data collection and evaluation, the researchers used a Google form questionnaire and SPSS software. The results showed that the Moodle platform, Microsoft Teams, and Zoom had a major and positive effect on students' actions in enhancing their independent learning and increasing their academic achievement.

The third previous study entitled "Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using the system usability scale and technology The acceptance model in India was scrutinized by Pal & Vanijja (2020). The aims of the study were to streamline and unify the usability of an online learning platform in which researchers use Microsoft Teams as a reference platform to evaluate perceived usefulness. The researchers used instrument and data analysis in the form of a dual strategy followed by using the System Usability Scale (SUS) which is a Human-Computer Interaction (HCI) based approach, and the Technology Acceptance Model (TAM) which was an Information System (IS-based approach). The populations of this study were the students of science, engineering, or management disciplines. To collect information, the researchers distributed questionnaires using Google forms to all students. The results of the study proved that the consumption platform did not affect usability aspects.

From all the above previous studies, they had similarities and differences with this study. The similarity laid on the aspect of using Microsoft Teams as an online learning platform for students but there were also some differences. The differences were on the subject of the study, sample rates, and data collection.

This study investigated the students' perceptions on the use of Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang. The author distributed questionnaire, then the results were analyzed in a descriptive quantitative manner.

CHAPTER III

METHOD OF THE STUDY

This chapter talks about Research Design of the Study, the Participants of the Study, Instrument, the Validity of the instruments, Reliability of instruments, Data Collecting Procedure, and Data Analysis

3.1 Research Design

The research design in this study was descriptive case study design. Descriptive research was a research that aim to describe a phenomenon and it is involve naturalistic data Nassaji (2015). It means the research emphasizes the naturalness of data sources or without data manipulation. This kind of research is more concerned to describe and interpret the problem of phenomena whis is going to be investigated. The researcher used descriptive case study because the researcher wanted to describe students' perceptions on the use of Microsoft teams as an alternative online learning platform in accordance with the purpose of descriptive case study is describing a phenomenon and its characteristics and paying attention to what rather than how or why something happens. In this case, the researcher wanted to use questionnaires and interviews for data collection

3.2 Participants

The research was conducted at SMAN 2 Semarang, which is located on Jl. Sendangguwo Baru I, Gemah, Kec. Pedurungan, Semarang City, Central Java. The sample of this study was 120 students of the eleventh grades at SMAN 2 Semarang who were randomly selected from 430 students as participants. In determining the sample, the researcher used simple random sampling. According to Thompson (2012), simple random sampling is a sampling design in which distinct items are selected from the items in the population in such in such a way that every possible combination of items is equally likely to be the sample selected. Therefore, the researcher chose this technique because it was considered

a fair way to select a sample from a larger population. In addition, each respondent had the same opportunity to be selected. The sample was chosen randomly where everyone in the entire target population had the same opportunity to be selected. The criteria that researcher needed were the students who used Microsoft Teams as an online learning platform in the academic year 2020-2021.

3.3 Instruments

The instruments used in this study were questionnaires and interviews to collect the research data, so that, the data could be easily processed and it could produce a good quality of research about the students' perceptions on the use of Microsoft Teams as an alternative online learning platform.

3.3.1. Questionnaire

According to Satya (2012), a questionnaire is a series of questions posed to individuals to obtain statistically useful information in research on a particular topic. Questionnaires are an easy, fast, and efficient instrument in collecting information from a number of individuals, not only that, questionnaire is one of the important instruments which can be managed properly because it becomes the backbone of every survey. Etikan & Bala (2017) said that questionnaire is more than a science and it is an art. This means that the questionnaire is a set of written questions with an answer space to collect data information from respondents.

Acharya (2010) describes that the questionnaire has several types. They are, close end, open end, matrix questions, scale questions, and ranking questions. This study used a closed end questionnaire as the instrument. The researcher chose closed end to be the instrument because the respondents can answer the questions by their own words and the choices or certain categories not limited. Closed end questionnaire is a list of questions for which the researcher has provided alternative answers, such as "yes" or "no" answers so that respondents can choose one of them.

The researcher distributed the questionnaire directly to the eleventh graders of SMAN 2 Semarang, and their responses were guaranteed

confidentiality. The data of this study were gathered by means of a paper and pencil survey. The questionnaire items were adapted from Cakrawati (2017) which entitled *students' perceptions on the use of online learning platforms in EFL classroom*. The questionnaire of this study was closed end question. The researcher used closed ended because this is often considered effective. The respondents can put a check mark in the column provided by the researcher. In this study, the questionnaire consisted of twelve closed ended questions that focuses on the students' perceptions on the use of Microsoft teams as an alternative online learning platform in the classroom. The researcher prepared questions by using Indonesian with the aim of making it was easier for the students to understand the question.

The researcher used a Likert scale as a measure of attitude. The Likert scale asks respondents to complete a closed end questionnaire with a choice of scales: Strongly Agree (SA), Agree (A), Neutral (N) Disagree (DA), and Strongly Disagree (SDA).

Tabel 3. 5
Questionnaire

No	Statements	Alternative options				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I think the Microsoft teams is easy to use in my study					
2	I think the Microsoft team is comfortable to use especially in submitting assignments and discussions					
3	I think online activities					

	and discussions in Microsoft teams can motivate me to learn more about the lesson.					
4	I think the use of Microsoft teams saves effort and time.					
5	I think the reference materials and assignments posted by my teacher in Microsoft teams help me to improve my learning and to understand the contents/ topics of the lesson better.					
6	I think the use of Microsoft teams in my studies enables me to accomplish tasks more quickly than other applications.					
7	I think the use of Microsoft teams easy for me to become skillful at using this application					
8	I think the use of Microsoft teams increases the effectiveness of learning					
9	I think Microsoft teams					

	facilitates interaction and communication between teacher and students					
10	I think the use of Microsoft teams makes My interaction with this application was clear and understandable					
11	I think it is difficult to use Microsoft teams as online learning platform					
12	I think it is difficult to use Microsoft teams because of the slow-speed internet on my mobile					

3.3.2. Interview

The interview is a qualitative research method in which research data is directly from respondents and is always goal-oriented (Showkat & Parveen, 2017). This study used interview to collect all the information needed about a particular topic in the study directly from the respondents. According to Showkat & Parveen (2017), interview is categorized into 3 categories, namely structured, semi-structured and unstructured. This study used semi-structured interview, which meant that the interviewer gave the freedom to develop his questions from the respondents' answers or can be said to be flexible to ask new questions during the interview, in which the interviewer had to change the topic of the related questions. The interview consisted of six questions aimed to gain in-depth explanation and description on the use of Microsoft teams as an online learning platform in the classroom. Furthermore, the interview was held to investigate the students' perception on the use of Microsoft teams as an alternative online learning platform.

Table 3. 2
Interview Questions Structure

No	Questions
1.	Does the Microsoft Teams platform help you facilitate learning in the classroom? Please give the reasons
2.	Does the Microsoft Teams platform help you in saving time in the classroom? Please give the reasons
3.	Does Microsoft Teams make it easier for you to complete the assignments given by the teacher? Please give the reasons
4.	Does the features available in Microsoft Teams help you in increasing the effectiveness of learning? Please give the reasons
5.	Does Microsoft Teams facilitate interaction and communication between teachers and students? Please give the reasons
6.	Is the material provided by the teacher through Microsoft Teams easy for students to access? Please give the reasons

3.4 Validity of the Instruments

According to Sileyew (2019), validity is an indicator to measure several variables with the aim of making it look valid. Validity is one of the important points in research because it involves the accuracy of the measuring instrument used. Therefore, an inappropriate instrument has some implications for the validity of the results themselves. There are three different approaches to testing validity: content, criteria-related, and construct validity. The researcher decides to use content validity.

The researcher certainly needed a validation rubric to make it easier for the experts to correct and provide suggestions to improve the validity of the questionnaire that refers to interview questions, the researcher used the validation rubric from Simon & White (2011) to ensure the validity of the list of questions and will be reviewed by the advisors.

Table 3. 6
Questionnaire Validation Rubric for Expert Panel

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> The statements are direct and specific 					
	<ul style="list-style-type: none"> Only one statement is asked at a time 					
	<ul style="list-style-type: none"> The participants can understand what is being asked 					
	<ul style="list-style-type: none"> There are no <i>double-barreled</i> statement (two statements in one) 					
Wordiness	<ul style="list-style-type: none"> Statements are concise 					
	<ul style="list-style-type: none"> There are no unnecessary words 					
Negative Wording	<ul style="list-style-type: none"> Statements are asked using the affirmative 					
Overlapping Responses	<ul style="list-style-type: none"> All possibilities are considered 					
	<ul style="list-style-type: none"> There are no ambiguous statements 					
Balance	<ul style="list-style-type: none"> The statements are unbiased and do not 					

	lead the participants to a response. The statements are asked using a neutral tone				
Use of Jargon	• The terms used are understandable by the target population				
	• There are no clichés or hyperbole in the wording of the statements				
Appropriateness of Responses Listed	• The choices listed allow participants to respond appropriately				
	• The responses apply to all situations or offer a way for those to respond with unique situations				
Use of Technical Language	• The use of technical language is minimal and appropriate				
	• All acronyms are defined				
Application to Praxis	• The statements asked relate to the daily practices or expertise of the potential participants				
Relationship to Problem	• The statements are sufficient to answer the research question				
	• The statements are sufficient to obtain the purpose of the study.				

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Item}}$$

Table 3.7
Interview Validation Rubric for Expert Panel

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> The statements are direct and specific 					
	<ul style="list-style-type: none"> Only one statement is asked at a time 					
	<ul style="list-style-type: none"> The participants can understand what is being asked 					
	<ul style="list-style-type: none"> There are no <i>double-barreled</i> statement (two statements in one) 					
Wordiness	<ul style="list-style-type: none"> Statements are concise 					
	<ul style="list-style-type: none"> There are no unnecessary words 					
Negative Wording	<ul style="list-style-type: none"> Statements are asked using the affirmative 					
Overlapping Responses	<ul style="list-style-type: none"> All possibilities are considered 					
	<ul style="list-style-type: none"> There are no ambiguous statements 					
Balance	<ul style="list-style-type: none"> The statements are unbiased and do not lead the participants to 					

	a response. The statements are asked using a neutral tone				
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population 				
	<ul style="list-style-type: none"> There are no clichés or hyperbole in the wording of the statements 				
Appropriateness of Responses Listed	<ul style="list-style-type: none"> The choices listed allow participants to respond appropriately 				
	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations 				
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate 				
	<ul style="list-style-type: none"> All acronyms are defined 				
Application to Praxis	<ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants 				
Relationship to Problem	<ul style="list-style-type: none"> The statements are sufficient to answer the research question 				
	<ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. 				

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Item}}$$

3.5 Reliability of the Instruments

According to Seltman (2018), reliability is the opposite of the statistical concept of variance, and its rough equivalent is consistent. While the similar statement stated by Alshenqeeti (2015) that reliability ensures the extent to which research instruments produce the same results. From the above statement it can be concluded that reliability has a goal to produce the same or consistent research results. There is a tool that can help researcher in analyzing the data. The tool is Cronbach Alpha Formula on SPSS.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{1-m(k-m)}{kV} \right)$$

r_{11} = reliability of questionnaire

k = the number of questionnaire item

m = the sum of item variance

V = total variance

After the data already inputted on SPSS, the coefficient of the Alpha Cronbach results would be analyzed by the researcher through the following standard of reliability to avoid the subjectivity.

Table 3. 8 Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Un acceptably low reliable

(Cohen et al., 2007)

3.6 Data Collection Procedure

The researcher explained how to collect data in this study. The sequence of these steps are organized by the researcher as follows:

1. The researcher provided a questionnaire and a list of interview questions to the expert to be validated. This step was done after the instrument is clear, concise, and easy to understand.
2. The researcher asked for an official letter to the faculty as permission to conduct research at SMAN 2 Semarang.
3. The researcher came to SMAN 2 Semarang to ask permission to do research and the researcher discussed with the teacher who teaches in the class conducting the research and asked for some students' contacts to be used as the research samples.
4. After getting the students' contacts, the researcher distributed questionnaires to students.
5. The researcher gave time for students to answer. After the students finished to answer, the students collected it to the researcher.
6. The researcher conducted virtual interviews one by one. The data collection is done conditionally and randomly according to the needs of the researcher.
7. The researcher collected and analyzed information to obtain valid data.

3.7 Data Analysis

In this data analysis, the researcher took several steps to analyze the data. They are as follows:

3.7.1 Data from the questionnaire

a. Scoring

In this study, the researcher used questionnaire and interview as the main instruments to collect data about the students' perceptions on the use of Microsoft Teams as an alternative online learning platform. The questionnaire was used to find out complete information from students

about their perceptions of using Microsoft Teams as an alternative online learning platform.

The data obtain were analyzed by using a Likert scale procedure which has five agree on scales, and each scale will be given points such as 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral(N), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher used SPSS to calculate the score for each statement. Then the collected data were grouped based on low, medium, and high categories.

Table 3.6 Table of 4-Point Likert Scale Scoring Methods

Scale	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

Table 3.7 The Mean Score Interpretation for Each Statement

Mean Score	Category
1 – 2	Low
2.01 – 3.00	Moderate
3.01 – 4	High

After analyzing each statement, the researcher also analyzed the results of the questionnaire from all respondents. The results were also categorized as Low, Medium, and High.

Table 3.8 Score Category Table

Score	Category
20 – 40	Low
41 – 60	Moderate
61 – 80	High

(Faradiba, 2020)

b. Interpreting or Inferring

After getting the results, the researcher analyzed the results by using descriptive statistics based on questionnaire data and make conclusions.

3.7.2 Data from interview

In addition, to collect the data through questionnaire, the researcher also collected data through interviews. The researcher conducted interviews to the students at the time agreed upon between the researcher and the students. During the interview, the researcher used a recorder to record all the conversations and record some important points, the purpose of this recording was that the researcher could listen to the recording that has been done repeatedly. After that, the researcher made a transcription of the interview then the researcher made conclusions to get the main points. The end of the conclusion was adjusted to the students' answers to the questionnaire questions.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter discusses about the Results and Discussion. For the Results, it includes Analysis of Validity and Reliability of the Instruments, Analysis the Result of Closed-ended Questionnaire, and Analysis the Result of Semi Structured Interview.

4.1. Result

In this sub-chapter, the researcher analyzes the validity and reliability of the instrument. After that, the researcher described information about all the data that have been collected. Then the researcher describes the respondents' responses to the instruments derived from questionnaires and interviews.

4.1.1. Validity and Reliability of the Instruments

The validity and reliability of the instrument had been analyzed before the researcher distributed it to the students. This is done to ensure that the instrument is valid and reliable to use. Researcher used the Simon & White rubric (2011) in the contents of the questionnaire and interview where this helps researcher in making questionnaire and interview made it easier for validators to provide comments and suggestions to researcher.

The validity and reliability of the instrument had been analyzed before the researcher distributed it to the students. The researcher asks two professional lecture and teacher in this field of study. They are asked to fill the validation rubric which is adapted from Simon & White rubric (2011). The contents validation rubric functioned as a helping tool to make the validators easy to give comments and suggestions to the researcher.

The validation rubric used 4 scale scoring criteria, (1 not acceptable), (2 below expectations), (3 Meets Expectations), and (4 Exceeds Expectations). From the validation process, there are 12 statements. Therefore, all of the items on the questionnaire are valid without any revisions. Hence, all of the statements on

the questionnaire could be proceed. For the validation rubric, it could be seen in appendix.

The measured questionnaire reliability is checked by using the alpha Cronbach formula on SPSS but beforehand the researcher needed to input all of the respondents' responses from the questionnaire. Previously, the researcher gives the questionnaire to the students. There are 120 students needed to be the respondents for the study. They are taken from eleventh graders. With 120 data had been taken to be inputted to SPSS using Alpha Cronbach formula in order to check reliability. Based on the inputting process, the result was obtained in the following table.

Based on journal sources from Yuwana (2021) and Martin & Tapp (2019) that Microsoft Teams can help students in learning effectiveness in the context of educational theory and Microsoft Teams can be used as one of the online learning support platforms for students. Based on the results of interviews that have been conducted by researcher, it can be concluded that this research was reliable.

**Table 4.1 Reliability Statistic
of the Questionnaire**

Cronbach's Alpha	N of Items
0.713	12

Table 4.2
Reliability Item Total Statistic

Items	Cronbach's Alpha if Item Deleted	Reliability Check
Items 1	0.692	Reliable
Items 2	0.697	Reliable
Items 3	0.687	Reliable
Items 4	0.702	Reliable
Items 5	0.694	Reliable
Items 6	0.701	Reliable
Items 7	0.706	Reliable
Items 8	0.696	Reliable
Items 9	0.700	Reliable
Items 10	0.698	Reliable
Items 11	0.725	Reliable
Items 12	0.723	Reliable

According to Cohen et al., (2007), the reliability of questionnaire can be achieved when the score of the questionnaire is more than 0.60. Meanwhile, the score of the questionnaire on this study is higher than 0.60. It means that the questionnaire is reliable. The data of the questionnaire had shown and they are reliable. Therefore, the researcher continues on the Result of Closed Ended Questionnaire.

4.1.2. Analysis of the Result of Closed-ended Questionnaire

In this part, the researcher explains the results of a closed-ended questionnaire related to students' perceptions on the use of Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang. The questionnaire used is a Likert scale which includes 5 options, namely strongly agree, agree, neutral, disagree and strongly disagree, with 12 statements and 120 respondents from eleventh grade students of SMAN 2 Semarang. Each student must provide their feedback regarding the use of Microsoft Teams by selecting one of the 5 options. Then from each statement will be grouped into low, medium and high. The results of the closed questionnaire responses are as follows:

The Mean Score Interpretation for Each Statement

Mean Score	Category
1 – 2	Low
2.01 – 3.00	Moderate
3.01 – 4	High

Table 4.3
The Closed-ended Questionnaire Results

Descriptive Statistics						
Statements	N	Minimum	Maximum	Mean	Std. Deviation	Reliability Check
I think the Microsoft teams is easy to use in my study	120	1	5	4.13	0.744	High
I think the Microsoft team is comfortable to use especially in submitting assignments and discussions	120	1	5	4.00	0.745	High
I think online activities and discussions in Microsoft teams can motivate me to learn more about the lesson.	120	2	5	3.74	0.704	High
I think the use of Microsoft teams saves effort and time.	120	2	5	3.79	0.709	High

I think the reference materials and assignments posted by my teacher in Microsoft teams help me to improve my learning and to understand the contents/ topics of the lesson better.	120	1	5	3.93	0.758	High
I think the use of Microsoft teams in my studies enables me to accomplish tasks more quickly than other applications	120	2	5	3.55	0.732	High
I think the use of Microsoft teams easy for me to become skillful at using this application	120	2	5	3.85	0.575	High
I think the use of Microsoft teams increases the effectiveness of learning	120	2	5	3.80	0.729	High
I think Microsoft teams facilitates interaction and communication between teacher and students	120	2	5	4.17	0.613	High

I think the use of Microsoft teams makes My interaction with this application was clear and understandable	120	1	5	3.92	0.643	High
I think it is difficult to use Microsoft teams as online learning platform	120	1	5	2.22	0.814	Moderate
I think it is difficult to use Microsoft teams because of the slow-speed internet on my mobile	120	1	5	2.84	0.944	Moderate
Valid N (listwise)	120					

The table above shows the results of the questionnaire given by the researcher to students regarding students' perceptions on the use of Microsoft Teams as an alternative online learning platform in the academic year 2020-2021. The table above shows the response that there are 10 statement items that are considered to highly understanding and 2 statement items that are considered moderately understanding.

For the statement 1 “I think the Microsoft teams is easy to use in my study” it rated 1 as the minimum score and 5 for the maximum score and the mean score it was 4.13. So for this statement in include of high category, it means that most students agree that the Microsoft team is easy for students to use.

For the statement 2 “I think the Microsoft team is comfortable to use especially in submitting assignments and discussions” it rated 1 as the minimum score and 5 for the maximum score and the mean score it was 4.00. So for this statement in include of high category, based on the table explanation above, it

can be concluded that most respondents agreed that Microsoft Teams is comfortable to use during learning.

For statement item 3 “I think online activities and discussions in Microsoft teams can motivate me to learn more about the lesson” it rated 2 as the minimum score and 5 for the maximum score and the mean score was 3.75. So for this statement in include of high category, based on the table explanation above, it can be concluded that most respondents agreed if the Microsoft teams can motivate students during online learning using this platform.

For statement 4 “I think the use of Microsoft teams saves effort and time” it rated 2 as the minimum score and 5 for the maximum score and the mean score it was 3.79. So for this statement in include of high category, it means that Microsoft teams save effort and time to use for student's learning

For statement 5 “I think the reference materials and assignments posted by my teacher in Microsoft teams help me to improve my learning and to understand the contents/ topics of the lesson better” it rated 1 as the minimum score and 5 for the maximum score and the mean score it was 3.93. based on the table above, it can be concluded that most of the students agreed if the Microsoft teams help students in improving their learning and understanding the contents or topics of the lesson which has given by the teacher.

For statement 6 “I think the use of Microsoft teams in my studies enables me to accomplish tasks more quickly than other applications” it rated 2 as the minimum score and 5 for the maximum score and the mean score it was 3.55. So for this statement in include of high category, it means some students agreed if Microsoft teams help them to accomplish tasks more quickly.

For statement 7 “I think the use of Microsoft teams easy for me to become skillful at using this application” it rated 2 as the minimum score and 5 for the maximum score and the mean score it was 3.85. So for this statement in include of high category, based on the table explanation above, it can be concluded that most respondents agreed if Microsoft teams is easy to improve students skill at using the application.

For statement 8 “I think the use of Microsoft teams increases the effectiveness of learning” it rated 2 as the minimum score and 5 for the maximum score and the mean score was 3.80. So for this statement in include of high category, it means most of the students agreed that Microsoft teams increases students' effectiveness during learning.

For statement 9 “I think Microsoft teams facilitates interaction and communication between teacher and students” it rated 2 as the minimum score and 5 for the maximum score and the mean score it was 4.17. So for this statement in include of high category. this statement has the highest means score than other items. it has shown if the students agree if the Microsoft teams can facilitate interaction and communication between teacher and students.

For statement 10 “I think the use of Microsoft teams makes My interaction with this application was clear and understandable” it rated 1 as the minimum score and 5 for the maximum score and the mean score it was 3.92. So for this statement in include of high category, it means students agreed that using Microsoft teams can make interaction become clear and understandable.

For statement 11 “I think it is difficult to use Microsoft teams as an online learning platform” it rated 1 as the minimum score and 5 for the maximum score and the mean score it was 2.22. So for this statement in include of moderate category, it means the average students have no difficulty using this application as their platform on online learning.

For statement 12 “I think it is difficult to use Microsoft teams because of the slow-speed internet on my mobile” it rated 1 as the minimum score and 5 for the maximum score and the mean score it was 2.84. So for this statement in include of moderate category, based on the table explanation above, it can be concluded that the average students do not find it difficult to access Microsoft teams because their signal has enough speed to access Microsoft teams.

The table of Closed-ended questionnaire results has 3 highly rated statements, namely the first is "I think Microsoft Teams facilitates interaction and communication between teachers and students" with a mean score of 4.17. This means that students believe that the Microsoft Teams platform can facilitate

communication between teachers and students during learning. Where this shows that Microsoft Teams has an important function for students and teachers both in terms of communication and interaction. Microsoft Teams has many complete features where the presence of these features makes the communication that exists between teachers and students during learning becomes more effective. Such as video conference features, share screens, and others. Then the second one is "I think the Microsoft teams is easy to use in my study" with the mean score 4.13. What this means is that Microsoft Teams is one of the most accessible learning platforms for students. The ease of access and the available features make student learning more facilitated. The third highest average score is "I think the Microsoft team is comfortable to use especially in submitting assignments and discussions" with the mean score 4.00. This means that the assignment feature and some discussion features such as video conferences and assignment fields in Microsoft Teams are very helpful for students. The existence of a video conference feature that can make it easier for students to discuss directly and the task column makes it easier for students and organized in collecting assignments given by the teacher. Every time a teacher gives a new assignment to a student, a notification will automatically appear that the teacher has uploaded a new assignment for students, and at that time students can access it easily. Not only that but students will also get notified about the deadline for submitting assignments. This of course helps students in learning, especially in terms of assignments and discussions.

For the statement rated moderate, there are 2 statements receiving the lowest mean score. The lowest mean scores are less than 3.00. The first is "I think it is difficult to use Microsoft teams because of the slow-speed internet on my mobile" which has mean score 2.84. This means that of the 120 students, most of them are easy to access Microsoft Teams on their respective cellphones. This is one of the advantages of Microsoft Teams where Microsoft Teams itself has easy access to use. Because then students and teachers will be more motivated to carry out the learning process in class supported by the Microsoft Teams platform. The second is "I think it is difficult to use Microsoft teams as an online learning platform" with mean score 2.22. What this means is that Microsoft Teams is an

easily accessible platform for learning today. Wherefrom the students' statements they agreed that Microsoft Teams was the right platform to use, equipped with other supporting features that could encourage them in the learning process in order to realize the learning goals themselves.

From the results of the closed questionnaire analysis with the 12 statements above, it can be concluded that the Microsoft Teams platform is one of the most effective online learning platforms to use. With complete features, it encourages students and teachers to carry out learning in the classroom.

4.1.3. Analysis of the Result of Semi Structured Interview

In this part, the researcher describes the results of the analysis of semi-structured interviews conducted at SMAN 2 Semarang with 120 respondents who are eleventh graders of SMAN 2 Semarang. Interviews were carried out after students filled out the questionnaires that had been distributed by the researcher, for approximately 10 days the researchers carried out their research at school accompanied by an English subject teacher. The language used by researchers in its implementation has been translated in advance into Indonesian, making it easier for students to respond to questions given by researcher. There are 6 questions given by the researcher. The following are the questions and the results of interviews that have been carried out:

a. Does the Microsoft Teams platform help you facilitate learning in the classroom?

Responses: The responses of the interview form were attached in appendix.

Related to the first question, most of the students answered that Microsoft Teams really helped them in facilitating learning in class. As stated by R1:

“I think yes. It really facilitates my learning, using the Microsoft Teams platform can support online learning today where all learning is shifted to distance learning. In addition, Microsoft Teams has features that are suitable for learning, for example, it helps me a lot in completing the assignments given by my teacher. Where is Microsoft teams my work is neatly organized

R11 Explained:

“I think it really helps to facilitate learning in the classroom because in Microsoft Teams students and teachers can share material without having to provide direct storage, which does not require large storage. so if you want to open a file, you can directly open the file without having to download, it's different when accessing files via WhatsApp where when we want to open the file we have to download it first”

R13 Added:

“I agree, Because Microsoft Teams helps us in interacting between teachers and their students. Teachers can share screens when distance learning makes it easier for students to understand the material presented by the teacher”

R61 Added:

“The Microsoft teams application is sufficient to facilitate distance learning, because it includes many features such as videos, task collection, chat, and makes it easier to complete tasks. The available features are certainly effective and have been made from the school as well, making it easier for communication between teachers and students”

From these student responses, it can be concluded that Microsoft Teams can facilitate their learning during class even though learning takes place online. In addition, they mentioned several features that Microsoft Teams had where students found it helpful to have these features. From what they feel while using Microsoft Teams, Microsoft Teams has become one of the most appropriate platforms to use at this time.

b. Does the Microsoft Teams platform help you in saving time in the classroom?

Responses: The responses of the interview form were attached in appendix.

Most of the students answered that using Microsoft Teams could save their study time. As stated by R7:

“It really saves time because if you want to join a meeting the Microsoft Teams app does not require approval from the organizer so it saves time to join too”

R36 Added

“My answer is yes save time, as I mentioned earlier that Microsoft Teams has many features in one application so it helps me in saving time”

R72 added

"still saves time, how to access it is easy and there are features that help invite friends who haven't signed in yet"

The conclusion is that students feel that using Microsoft Teams as a learning platform makes them save more time. This is because there are several factors, including the number of features in one application that allows them to continue using one application without the need for other applications such as video conferences, task collection, attendance and etc.

c. Does Microsoft Teams make it easier for you to complete the assignments given by the teacher?

Responses: The responses of the interview form were attached in appendix.

Almost all students answered that Microsoft Teams made it easier for students to collect assignments given by the teacher. As explained by R4:

"Yes, because in Microsoft Teams there is an assignment feature where it makes it easier for students to get notifications about assignments and the collection deadline, and makes it easier to collect assignments given by the teacher"

R59 Added:

“Of course, with Microsoft Teams we can easily upload the assignments given by our teacher in the assignment column”

R56 Added:

“I think yes because Microsoft Teams has its own column for submitting assignments given by the teacher, and there is a time limit for submitting them, so it is very easy to collect them”

R80 added:

"It's quite easy because the feature for collecting assignments is quite easy to access"

From the explanations of the students above, it can be concluded that Microsoft Teams has an assignment feature where students can easily use it such as the assignment column feature, while the features offered in Microsoft Teams

Starting from the assignment given until the deadline for collection there is a notification so that students can more easily in receiving and doing school assignments.

d. Does the features available in Microsoft Teams help you in increasing the effectiveness of learning?

Responses: The responses of the interview form were attached in appendix.

Regarding the question of whether the features available in Microsoft Teams help students improve student effectiveness. Almost all answered yes, in the sense that Microsoft Teams could improve their learning. R3 Student said that:

"Helps me in improving learning because the available features are easy to understand so there is no difficulty in accessing and learning can run more effectively"

R28 explained:

"I think yes, it really helps improve my learning, as I explained earlier. Microsoft Teams has complete features, one example of which is that teachers can provide material in the form of PPT or word, easy collection methods, and we can interact between teachers and students."

R29 added:

"I think yes, because the features provided by Microsoft Teams are very complete and what I like the most is the task feature. If the deadline for the assignment is only one day, there will be a notification telling you that the deadline is coming soon."

R53 added

"I think yes, because Microsoft Teams features are complete, such as raising your hand which makes it easier to answer questions, besides that there is a share screen feature that makes learning easier and an assignment column for collecting assignments. I think these features have more benefits"

From the students' statements above, it can be concluded that Microsoft Teams can help students improve their learning. With the many features available, it will certainly offer a variety of different functions such as share screens where

students can review past class activities so that from here students can learn the material that has passed, and also Microsoft Teams is easy to use. Therefore, students can increase the effectiveness of their learning in class.

e. Does Microsoft Teams facilitate interaction and communication between teachers and students?

Responses: The responses of the interview form were attached in appendix.

From the questions above, many students answered that Microsoft Teams helped them in interacting and communicating with teachers. As stated by R60: "Yes, because we can communicate with the teacher through the video conference and the chat feature, so it is very useful if you want to consult about something"

R47 explained:

"Yes, it facilitates interaction between teachers and students, in Microsoft Teams there is a chat feature that can be used between teachers and students. Then teachers can announce material or assignments through the broadcast feature in Microsoft Teams and there is also a video conference feature"

R89 added:

"It facilitates because it has room meeting and chat features between individuals or public chat"

R112 added:

"Yes, it helps facilitate because it includes features such as video convergence, comment fields, and others"

The conclusion is that with features such as video conferences, and chat features, it is easier for students to interact with teachers through Microsoft Teams. Although learning is currently still online, students and teachers can continue to interact with each other.

f. Is the material provided by the teacher through Microsoft Teams easy for students to access?

Responses: The responses of the interview form were attached in appendix.

Regarding the questions above, almost all students answered the material provided by the teacher through Microsoft Teams which was easily accessible by students. Here's an explanation according to R11: I think it's very easy to access,

that's one of the plus points of Microsoft Teams. If the material is very easy to access at any time because the material uploaded by the teacher will remain there and will not burden the storage in the phone's memory.

R39 Added:

I think the material uploaded in Microsoft Teams is easy to access, just click it and the related course material will appear

R91 added:

The material provided by the teacher is easy to access, I can open and download it anytime

R89 added:

Easy to access but sometimes difficult because sometimes you need a good signal to access the material

From the students' statements, it can be concluded that the material that the teacher has given to students through Microsoft Teams is easily accessible anytime, and anywhere, classes that have already taken place can also be played back via share screens and as for material such as PPT which was explained in class at that time. It can still be opened again but it all depends on the network is still each cellular.

From the results of interviews that have been carried out, it is concluded that Microsoft Teams has a positive impact on students, both in terms of available facilities and other auxiliary features. The existence of Microsoft Teams certainly makes students more effective in learning. This is based on the experiences of eleventh graders who use Microsoft Teams as a learning platform at school.

4.2. Discussion

This section serves as a place to discuss the results of closed-end questionnaires and the results of semi-structured interviews regarding students' perceptions on the use of Microsoft Teams as an alternative online learning platform in the academic year 2020-2021. In the questionnaire, there are 12 statement items, while in the interview there are 6 questions, all of which refer to how the students themselves perceive Microsoft Teams, where they have used this

platform as a special learning platform at school. For interviews, because the researcher used semi-structured interviews, there was no clear information about the classification of aspects of the interview questions.

In accordance with the researcher's objectives, this study aims to answer the researcher's questions about students' perceptions on the use of Microsoft Teams as an online learning platform at SMAN 2 Semarang in the academic year 2020-2021. with regarded Table 4.3 shows the results of the analysis of each statement. There are 2 statements with a "moderate" rating and 10 statements with a "high" rating. Of the 10 high-ranking statements, there are several statement items that are considered prominent, namely the item "I think Microsoft teams facilitates interaction and communication between teachers and students" (4,17), "I think the Microsoft teams is easy to use in my study" (4.13), and "I think the Microsoft team is comfortable to use especially in submitting assignments and discussions" (4.00). It is said to stand out because it has the highest value from other items. Judging from most of the highly-rated statements, most students believe that the Microsoft Teams platform is one of the online learning platforms that can encourage students in the teaching and learning process in the classroom effectively with other supporting features that have many functions in one place. In addition to being a learning platform for Microsoft Teams, it is also believed that students can become an application for communication and interaction between teachers and students as if they were in school as usual. Where communication must be well established so that the learning carried out can be fully fulfilled. For example, in realizing the learning objectives themselves. With the features available in Microsoft Teams, of course, students are facilitated in learning where it can be said that these features encourage students to stay active in class.

Previous research conducted by Ridho (2020) using a closed-end questionnaire with 16 statement items distributed to 28 students gave the result that online classes using Microsoft Teams really support an optimal learning environment for students of PAUD Education Programs at Indonesian Open Universities. The students gave a positive response to the use of Microsoft Teams

as an online learning application. This assessment was given by students based on their experience while using the application. The previous research conducted by Masadeh et al., (2020) also used a closed questionnaire with 18 statement items distributed to 450 students at Jordan University. The research conducted is related to students' perceptions of the effectiveness of e-learning Moodle, Microsoft Teams, and the Zoom platform. From the results of the study, 79.5 students concluded that e-learning for students gave positive results to independent learning and academic achievement for students. Students also think that e-learning connectivity is very efficient.

In addition to statement items that stand out from the results of the questionnaire, the researcher also finds several items that stand out from the results of the interviews. On the question about "Does the Microsoft Teams platform help you facilitate learning in the classroom?", almost all students answered that Microsoft Teams facilitates learning in the classroom either in the form of video conference meetings, assignments, or access to materials. Students also mentioned that Microsoft Teams is one of the real platforms in which it has complete features so that students don't need other features, this is because Microsoft Teams provides learning features in one place.

In addition to these questions, there are also questions that stand out where all students are united in answering firmly and clearly about the assignment. On the question "Does Microsoft Teams make it easier for you to complete the assignments given by the teacher?". Almost all students answered that the Microsoft team made it easier for them in terms of assignments given by the teacher. This is because Microsoft Teams provides a special feature for collecting assignments, namely the assignment column feature where all students can access and collect their assignments in one available place so that the assignments will be neatly organized. In the assignment feature there is also a notification where every student will get a notification when the teacher gives them a new assignment, not only that, but there will also be a notification regarding the deadline for the assignment. This way students will always be reminded of the tasks that have

been given and they will be more enthusiastic in carrying out their responsibilities as students at school.

Then in the question “Is the material provided by the teacher through Microsoft Teams easy for students to access?” some students answered that they easily access the material provided by the teacher in Microsoft Teams because it is easy and practical to access. The meaning of easy and practical here means that the material that is shared by the teacher does not have to be downloaded at all, where when the amount of material is downloaded, it will certainly fill the memory. But it's different from Microsoft Teams, where the material can be opened anytime and anywhere without consuming phone and laptop memory.

From the several results of standing out statements, there are 3 statement items that are mentioned prominently from both closed-end questionnaires and semi-structured interviews. From the 3 items that stand out, it can be concluded that, almost all students at SMAN 2 Semarang, especially in grade 11 agree about Microsoft Teams as one of the current learning support platforms. Where this is inseparable from the many complete features available in Microsoft Teams so as to help students carry out learning effectively and efficiently in class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research based on what had been discussed on the previous chapter and suggestion of the researcher related to the research.

5.1. Conclusion

The conclusion of this study is expected to be able to answer the research questions written in the first chapter. This is drawn based on the results of the discussion on the perceptions of SMAN 2 Semarang students, especially eleventh graders, on the use of Microsoft Teams as an alternative to online learning in the 2020-2021 school year. The research question listed in chapter one reads “What are students' perceptions of using Microsoft Teams as an alternative online learning platform at SMAN 2 Semarang in the 2020/2021 school year?”.

Based on the results of the analysis and semi-structured interviews conducted by researchers for 10 days at SMAN2 Semarang, the conclusion from the results of the analysis is that most of the students of class XI SMAN 2 Semarang gave the statement that this platform is very useful to use during distance learning today, with Complete features and has many benefits for students, such as video conferences where students and teachers can carry out learning such as in-class face-to-face, there is a chat room that can be used by teachers and students to interact while class learning takes place, well structured features assignments as well as notifications in terms of accepting assignments or dealing with assignments that make students more enthusiastic about doing the assignments given by the teacher, easy access to material by not needing to download many files that make cell phone or laptop storage full, because material can be opened right away, and anchovies can be accessed whenever students need. The results of the analysis of the student's statement above can be concluded that this platform encourages students to learn more effectively and efficiently at

school. Microsoft Teams is also referred to as a platform with the most complete facilities that can make learning activities into one place.

From the results of the interview analysis, there were several students who gave their statements regarding the obstacles they experienced while using Microsoft Teams, such as the difficulty of accessing Microsoft Teams because the network of each handphone owned by students was different, which made some students feel less effective in learning, as for some of the students. Students think that Microsoft Teams is less helpful in completing assignments, this is because Microsoft Teams cannot provide answers to related questions, unlike Kanda, and Brainly which both applications can answer the questions that students need. In addition to the 2 obstacles above, there were responses from several students regarding "Does the Microsoft Teams platform help you in saving time in the classroom?" there are some students who think that it all depends on each teacher related to learning time in class if the teacher wants to teach longer then the time needed will be more, and vice versa. From the students' responses above, it can be concluded that some students still have problems using the Microsoft Teams platform.

By looking at the reasons for choosing the topic, this study collects data and explains the phenomenon of student perceptions on the use of Microsoft Teams where the research results are positive. The platform can be one of the references for online learning platforms in the future.

5.2. Suggestion

Based on the results of research that has been done by the researcher. There are some suggestions that the researcher would like to give. The first suggestion is for teachers or institutions that use Microsoft Teams as a learning platform in schools. The researcher suggests that teachers and the school community had to pay more attention to students regarding the obstacles encountered by students when accessing Microsoft Teams and also maximize the use of Microsoft Teams during class by utilizing the features available in it.

The next suggestion is for students to always be ready to adapt to offline and online methods. Can accept new challenges in the future such as today where face-to-face learning has moved to online methods. By utilizing learning using Microsoft Teams, it is hoped that students can explore more learning

The final suggestion for further researchers is to consider in more detail in choosing research subjects, and further researchers can continue this research at various levels of education with other learning platforms.

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APPENDICES

Appendix 1. Validation Rubric of Questionnaire

Give thick mark (✓) at the alternative answer which you think the best one for each criterion.

Questionnaire Validation Rubric for Expert Panel

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> The statements are direct and specific 				✓	
	<ul style="list-style-type: none"> Only one statement is asked at a time 				✓	
	<ul style="list-style-type: none"> The participants can understand what is being asked 				✓	
	<ul style="list-style-type: none"> There are no <i>double-barreled</i> statement (two statements in one) 				✓	
Wordiness	<ul style="list-style-type: none"> Statements are concise 			✓		
	<ul style="list-style-type: none"> There are no unnecessary words 			✓		
Negative Wording	<ul style="list-style-type: none"> Statements are asked using the affirmative 				✓	
Overlapping Responses	<ul style="list-style-type: none"> All possibilities are considered 			✓		
	<ul style="list-style-type: none"> There are no ambiguous statements 				✓	
Balance	<ul style="list-style-type: none"> The statements are unbiased and do not lead the participants to a response. The 			✓		

	statements are asked using a neutral tone				
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population 			✓	
	<ul style="list-style-type: none"> There are no clichés or hyperbole in the wording of the statements 			✓	
Appropriateness of Responses Listed	<ul style="list-style-type: none"> The choices listed allow participants to respond appropriately 			✓	
	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations 			✓	
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate 			✓	
	<ul style="list-style-type: none"> All acronyms are defined 			✓	
Application to Praxis	<ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants 			✓	
Relationship to Problem	<ul style="list-style-type: none"> The statements are sufficient to answer the research question 			✓	
	<ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. 			✓	

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Item}}$$

Comments and suggestions:

Validated by:

Supervisor



Mega Mulianing Maharani S.Pd.,M.Pd.
NIK. 210815025

Questionnaire Validation Rubric

Instruction:

Give thick mark (✓) at the alternative answer which you think the best one for each criterion.

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. Please use the comments and suggestions section to recommend revisions
		1	2	3	4	
Clarity	• The statements are direct and specific				✓	
	• Only one statement is asked at a time			✓		
	• The participants can understand what is being asked				✓	
	• There are no <i>double-barreled</i> statement (two statements in one)				✓	
Wordiness	• Statements are concise			✓		
	• There are no unnecessary words			✓		
Negative Wording	• Statements are asked using the affirmative				✓	
Overlapping Responses	• All possibilities are considered				✓	
	• There are no ambiguous statements				✓	
Balance	• The statements are unbiased and do not lead the participants to a response. The				✓	

	statements are asked using a neutral tone					
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population 				✓	
	<ul style="list-style-type: none"> There are no clichés or hyperbole in the wording of the statements 				✓	
Appropriateness of Responses Listed	<ul style="list-style-type: none"> The choices listed allow participants to respond appropriately 				✓	
	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations 				✓	
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate 				✓	
	<ul style="list-style-type: none"> All acronyms are defined 				✓	
Application to Praxis	<ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants 				✓	
Relationship to Problem	<ul style="list-style-type: none"> The statements are sufficient to answer the research question 				✓	
	<ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. 				✓	

Simon & White (2011)

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Item}}$$

Comments and suggestions:


Validated by:

Supervisor



Anis Aljalis, S.Pd.
NIP. 19780629 201406 2001

Appendix 2. Research Permission Letter



**YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)**
Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
email:informasi@unissula.ac.id web :www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI
Bismillah Membangun Generasi Khaira Ummah

Nomor : 032/D.1/FBIK/X/2021
Lamp. : 1 (satu) berkas
Hal : Permohonan Izin Mengadakan Penelitian

Semarang, 20 Rabiul Awwal 1443 H
27 Oktober 2021 M

Yth. Bapak /Ibu Ka. Sekolah SMP Negeri 2 Semarang
Jln. Sendanguwo Baru I, Gemah, Kec. Pedurungan, Kota Semarang 50191
di tempat

Assalamu'alaikum wr. wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi / tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama	: Nurus Sifa'ul Fuaddah
NIM	: 31801700024
Program Studi	: Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

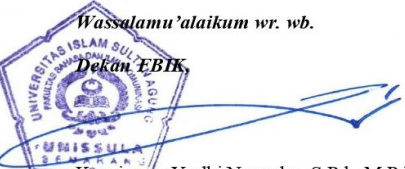
"Students' Perceptions on the Use of Microsoft Teams as an Alternative Online Learning Platform at SMA N 2 Semarang in the Academic Year 2020-2021"

dengan Dosen Pembimbing : Mega Mulianing Maharani, S.Pd., M.Pd.
(NIK. 210815025)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/Ibu untuk bersedia menerima dan mengizinkan mahasiswa tersebut diatas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.



Dekan FBIK,
Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
NIK. 210813021

Tembusan:

1. Yang bersangkutan
2. Arsip

Appendix 3. Research Permission Letter



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH I

Jalan Gatot Subroto, Komplek Tarubudaya, Ungaran Kode Pos 50517
Surat Elektronik : cabdisdikwil1@gmail.com, telp. : (024)76910066

Ungaran, 29 Oktober 2021

Nomor : 421.5 / 3790
Perihal : Permohonan Pemberian Ijin Penelitian

Kepada Yth. :
Kepala SMA Negeri 2 Semarang
di

Tempat

Menindaklanjuti surat permohonan dari Universitas Islam Sultan Agung Semarang, Nomor: 039/D.1/FBIK/X/2021, tanggal 28 Oktober 2021 perihal sebagaimana tersebut pada pokok surat diatas, kami sampaikan hal-hal sebagai berikut :

1. Kepala Cabang Dinas Pendidikan Wilayah I Dinas Pendidikan Dan Kebudayaan Provinsi Jawa Tengah, Memberikan Ijin Kepada :

Nama : Nurus Sifa'ul Fuaddah
NIM : 31801700024
Program Studi : S-1, Pendidikan Bahasa Inggris
Judul Penelitian : Student Perceptions on the Use of Microsoft Teams as Alternative Online Learning Platform at SMAN 2 Semarang in the Academic Year 2020-2021

2. Kegiatan dilaksanakan pada :

Tanggal : 28 Oktober s.d 30 Nopember 2021
Pukul : 08.00 WIB – selesai
Lokasi : SMA Negeri 2 Semarang

3. Hal – hal yang perlu diperhatikan :

- a. Harus sesuai dengan peraturan yang berlaku;
- b. Kepala Sekolah bertanggung jawab penuh terhadap pelaksanaan Ijin Penelitian yang dimulai pukul 08.00 WIB sampai dengan selesai;
- c. Saat pelaksanaan Ijin Penelitian tidak mengganggu proses jam belajar mengajar;
- d. Pemberian ijin ini hanya untuk kegiatan tersebut diatas, apabila dalam pelaksanaan terjadi penyimpangan dari ketentuan yang telah ditetapkan maka pemberian ijin ini dicabut;
- e. Apabila Kegiatan tersebut telah selesai agar segera memberikan laporan hasil kegiatan ke Cabang Dinas Pendidikan Wilayah I.

Demikian untuk menjadikan maklum dan atas perhatiannya diucapkan terima kasih.

a.n. KEPALA CABANG DINAS PENDIDIKAN WILAYAH I
KASUBBAG TIY USAHA,

ANGKUNAYANG SASWATI, S.Psi., M. Si
DISKOR Tk.I
NIP. 19791005 200801 2 001

TEMBUSAN : Kepada Yth.

1. Pt. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah (sebagai laporan);
2. Korwas SMA Kota Semarang;
3. Pertinggal.

Appendix 4. letter of permission reply from the research place



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 2
SEMARANG**

Jalan Sendangguwo Baru No.1 Kota Semarang ☎ 50191 Telp. 024-6715994
Email : kasek_smanda@yahoo.com Website : www.sma2smg.sch.id

SURAT KETERANGAN


Nomor : 070 / 131/ 2021

Yang bertanda tangan di bawah ini Kepala SMA 2 Semarang Kota Semarang, Propinsi Jawa Tengah menerangkan bahwa :

Nama : Nurus Sifa'ul Fuaddah
NIM : 31801700024
Jurusan, Jenjang : Pendidikan Bahasa Inggris
Fakultas : Bahasa Dan-Ilmu Komunikasi
Perguruan Tinggi : Universitas Islam Sultan Agung

Benar-benar mengadakan kegiatan penelitian di SMA 2 Semarang pada tanggal 03 November 2021 s.d 13 November 2021 untuk menyusun Skripsi dengan judul : *Students' Perception On The Use Of Microsoft Teams As An Alternative Online Learning Platform At SMAN 2 Semarang In The Academic Year 2020-2021*

Demikian surat keterangan ini buat agar dapat dipergunakan sebagaimana mestinya

Semarang, 15 November 2021
Kepala SMA Negeri Semarang

Drs. Puwana, M.Kom
DISYUJUKAN 0827 199512 1 003

Appendix 5. Questionnaire Sheets

LEMBAR ANGKET PENELITIAN

Berikut ini adalah angket yang berkaitan dengan penelitian pada persepsi siswa terhadap penggunaan Microsoft Teams sebagai alternative pembelajaran online di SMAN 2 Semarang tahun ajaran 2021-2022. Sehubungan dengan hal ini, saya mohon kiranya anda berkenan untuk menjawab angket ini sesuai dengan petunjuk yang tertera.

PETUNJUK PENGISIAN ANGKET

1. Didalam angket ini terdapat 12 pertanyaan yang harus anda jawab. Berilah tanda (✓) pada jawaban yang menurut anda benar dan sesuai.

2. Adapun jawaban tersebut terdiri dari

SS : Bila anda SANGAT SETUJU dengan pernyataan tersebut

S : Bila anda SETUJU dengan pernyataan tersebut

N : Bila anda NETRAL dengan pernyataan tersebut

TS : Bila anda TIDAK SETUJU dengan pernyataan tersebut

STS : Bila anda SANGAT TIDAK SETUJU dengan pernyataan tersebut

Contoh:

“Saya senang belajar melalui Microsoft Teams”

Apabila anda menganggap pernyataan tersebut sangat benar, dan anda **Sangat Setuju** dengan pernyataan tersebut, maka bubuhkanlah tanda (✓) seperti contoh berikut:

No	Pernyataan	Alternative Jawaban				
		SS	S	N	TS	STS
1.	Saya senang belajar melalui Microsoft Teams	(✓)				

3. Setiap pernyataan hanya memiliki satu alternative jawaban.

4. Semua jawaban adalah benar, selama jawaban tersebut sesuai dengan keadaan anda yang sesungguhnya.
5. Periksa kembali jawaban anda sebelum kuesioner ini dikembalikan, serta tidak ada jawaban yang terlewatkan.

SELAMAT MENGERJAKAN

IDENTITAS RESPONDEN**Nama:****Kelas :**

No	Pernyataan	Alternatif Jawaban				
		SS (5)	S (4)	N (3)	TS (2)	STS (1)
1	Saya rasa Microsoft Teams mudah di gunakan dalam studi saya <i>(I think the Microsoft teams is easy to use in my study)</i>					
2	Saya rasa Microsoft Teams nyaman digunakan terutama dalam mengumpulkan tugas dan diskusi kelas <i>(I think the Microsoft team is comfortable to use especially in submitting assignments and discussions)</i>					
3	Saya rasa aktivitas dan diskusi online dalam Microsoft Teams dapat memotivasi saya untuk mempelajari lebih lanjut tentang pelajaran tersebut. <i>(I think online activities and discussions in Microsoft teams can motivate me to learn more about the lesson)</i>					
4	Saya rasa penggunaan Microsoft Teams menghemat tenaga dan waktu <i>(I think the use of Microsoft teams saves effort and time)</i>					
5	Saya rasa materi referensi dan tugas yang diposting oleh guru di Microsoft Teams membantu saya untuk meningkatkan					

	<p>pembelajaran dan pemahaman mengenai isi/topik pelajaran dengan lebih baik.</p> <p><i>(I think the reference materials and assignments posted by my teacher in Microsoft teams help me to improve my learning and to understand the contents/ topics of the lesson better)</i></p>					
6	<p>Saya rasa penggunaan Microsoft Teams dalam studi saya memungkinkan saya untuk menyelesaikan tugas lebih cepat daripada aplikasi lain</p> <p><i>(I think the use of Microsoft teams in my studies enables me to accomplish tasks more quickly than other applications)</i></p>					
7	<p>Dengan menggunakan microsoft Teams memudahkan saya untuk menjadi lebih terampil dalam menggunakan aplikasi ini</p> <p><i>(I think the use of Microsoft teams easy for me to become skillful at using this application)</i></p>					
8	<p>Saya rasa penggunaan Microsoft Teams meningkatkan efektivitas pembelajaran</p> <p><i>(I think the use of Microsoft teams increases the effectiveness of learning)</i></p>					
9	<p>Saya rasa Microsoft Teams memfasilitasi interaksi dan komunikasi antara guru dan siswa</p> <p><i>(I think Microsoft teams facilitates interaction and communication between teacher and students)</i></p>					
10	<p>Saya rasa penggunaan Microsoft teams membuat interaksi saya dengan aplikasi ini jelas dan dapat dimengerti</p>					

	<i>(I think the use of Microsoft teams makes My interaction with this application was clear and understandable)</i>					
11	Saya rasa sulit untuk menggunakan Microsoft Teams sebagai platform pembelajaran online <i>(I think it is difficult to use Microsoft teams as online learning platform)</i>					
12	Saya rasa sulit untuk menggunakan Microsoft Teams karena internet di ponsel saya mempunyai kecepatan lambat <i>(I think it is difficult to use Microsoft teams because of the slow-speed internet on my mobile)</i>					

R42	4	4	3	4	3	2	4	3	4	4	3	1	39
R43	5	5	5	3	3	3	3	4	4	4	4	5	48
R44	4	3	3	3	4	4	3	3	4	4	4	3	42
R45	4	4	3	4	4	3	3	4	4	4	2	3	42
R46	4	4	3	4	4	3	4	3	4	3	3	3	42
R47	5	5	5	3	3	3	3	4	4	4	3	3	45
R48	4	4	4	4	4	4	4	3	5	5	2	3	46
R49	4	4	2	4	1	4	3	4	2	4	2	4	38
R50	5	3	4	3	5	4	4	4	4	4	2	3	45
R51	5	5	4	3	4	4	4	3	4	4	2	3	45
R52	4	4	4	4	4	4	5	4	4	4	2	2	45
R53	4	4	4	4	4	4	4	4	4	4	2	3	45
R54	5	4	5	4	5	5	5	5	5	5	1	1	50
R55	5	5	5	5	5	4	4	4	5	5	2	2	51
R56	4	4	4	4	4	3	4	4	4	4	2	3	44
R57	4	4	4	5	5	4	4	4	4	4	1	1	44
R58	5	5	4	5	5	3	4	4	5	4	2	3	49
R59	5	5	5	5	5	5	4	5	5	4	1	3	52
R60	3	4	2	3	2	3	4	3	4	4	2	2	36
R61	5	5	3	4	5	3	5	5	5	5	1	2	48
R62	4	4	3	4	4	4	4	4	4	4	2	3	44
R63	4	4	4	4	4	3	4	4	4	4	2	2	43
R64	3	3	3	3	4	4	2	2	3	3	2	3	35
R65	5	4	4	3	4	3	4	4	4	4	2	2	43
R66	3	2	3	3	3	3	3	3	4	3	2	2	34
R67	3	4	4	4	4	4	3	4	4	4	3	4	45
R68	5	5	5	4	5	4	4	4	5	5	5	5	56
R69	4	4	4	4	3	3	3	3	4	4	2	2	40
R70	4	5	4	4	4	3	4	4	4	4	1	1	42
R71	4	3	4	3	4	3	3	3	3	3	4	2	39
R72	4	4	4	4	4	4	4	4	4	4	2	3	45
R73	4	4	4	4	4	4	4	4	5	5	2	3	47
R74	4	4	4	4	4	4	4	4	4	4	2	2	44
R75	3	4	3	3	3	4	3	3	4	3	2	4	39
R76	4	4	4	3	4	3	4	3	4	4	2	3	42
R77	4	4	4	4	3	2	4	4	4	3	3	3	42
R78	5	4	3	4	5	3	4	5	4	4	2	3	46
R79	3	3	3	3	5	3	3	4	3	4	1	3	38
R80	4	4	4	4	4	3	4	4	5	3	1	2	42
R81	4	4	4	3	3	3	4	4	4	4	3	3	43
R82	5	4	3	3	4	3	4	3	5	3	2	3	42
R83	4	3	4	4	4	3	3	4	4	4	4	4	45
R84	5	5	4	4	4	4	5	5	4	4	2	3	49

R85	5	5	4	3	5	4	3	5	4	5	1	1	45
R86	5	5	4	3	4	4	4	4	5	5	2	2	47
R87	4	5	3	4	4	3	4	3	4	4	2	3	43
R88	5	4	5	5	5	4	5	5	4	4	2	3	51
R89	4	4	3	2	3	4	4	5	4	2	3	2	40
R90	4	4	3	4	3	4	4	4	4	4	2	3	43
R91	5	4	4	4	4	4	4	4	4	4	2	5	48
R92	5	4	4	5	4	5	4	3	5	4	1	2	46
R93	4	4	3	4	3	3	4	5	4	4	2	2	42
R94	3	3	4	4	2	4	4	2	4	4	1	3	38
R95	4	3	3	4	4	4	4	4	4	4	4	4	46
R96	4	4	3	4	2	3	4	2	4	3	2	3	38
R97	3	4	3	3	3	2	4	3	4	4	3	3	39
R98	4	4	3	4	4	4	4	4	4	3	2	3	43
R99	5	4	4	4	4	4	4	4	5	4	1	2	45
R100	4	3	3	3	2	2	3	4	5	4	3	3	39
R101	3	4	4	3	4	2	4	4	4	4	2	3	41
R102	4	4	4	4	4	4	4	4	4	4	2	2	44
R103	4	4	3	5	3	3	4	3	5	4	3	4	45
R104	5	4	4	4	4	4	4	4	4	4	3	4	48
R105	4	4	4	5	4	4	4	4	5	4	2	2	46
R106	4	4	3	3	4	5	4	4	5	4	2	3	45
R107	4	4	3	3	3	3	3	4	5	3	2	3	40
R108	5	4	4	4	4	3	4	4	4	1	2	2	41
R109	5	5	5	4	4	5	3	5	5	5	1	3	50
R110	4	5	4	4	5	4	4	4	4	4	2	3	47
R111	4	4	4	4	3	3	3	3	4	4	3	3	42
R112	4	4	3	4	4	3	4	4	4	4	2	3	43
R113	3	3	4	5	4	4	3	3	3	3	2	4	41
R114	4	4	4	4	4	3	4	3	4	4	2	3	43
R115	5	5	5	5	4	3	4	5	5	3	2	3	49
R116	5	5	4	5	4	4	5	3	4	3	2	2	46
R117	5	4	5	5	5	4	4	4	5	5	4	5	55
R118	4	4	4	3	5	3	3	4	4	4	2	3	43
R119	5	5	4	4	4	4	3	4	5	4	2	2	46
R120	1	1	3	4	4	3	4	4	4	4	2	4	38
Total Score	496	480	449	455	471	426	462	456	500	470	267	341	

Appendix 7. List of Interview Questions

1. Does the Microsoft Teams platform help you facilitate learning in the classroom?

- R1 : “Menurut saya iya Sangat memfasilitasi pembelajaran saya, dengan menggunakan platform Microsoft teams dapat mendukung pembelajaran daring saat ini dimana semua pembelajaran dialihkan menjadi pembelajaran jarak jauh. Selain itu Microsoft teams mempunyai fitur-fitur yang cocok untuk belajar misalnya saya sangat terbantu dalam menyelesaikan tugas-tugas yang diberikan oleh guru saya. Dimana adanya Microsoft teams tugas saya tertata rapi”
- R2 : “Mikcrosoft teams membantu saya dalam memfasilitasi pembelajaran dikelas apalagi pada saat pandemic ini sangat di butuhkan platform untuk bisa melakukan kegiatan pembelajaran”
- R3 : “Menurut saya adanya Microsoft membantu saya memfasilitasi pembelajaran dikelas”
- R4 : “Sangat membantu”
- R5 : “Didalam Microsoft teams ini kita dapat lebih mudah untuk mengakses tugas dan waktu yang efesien yang diberikan oleh guru karena Microsoft teams ini mudah difahami dan mudah untuk berinteraksi dalam kegiatan daring selama pandemic ini oleh karena itu pembelajaran daring ini lebih mudah menggunakan Microsoft teams”
- R6 : “Sangat membantu pembelajaran dikelas dan sangat menarik”
- R7 : “Iya, karena Microsoft teams sangat memudahkan saya ketika pengumpulan tugas, jadwal-jadwal untuk diadakannya rapat dan juga tugas-tugas yang terjadwal dan teratur”
- R8 : “Menurut saya platform Microsoft teams sangat membantu saya dalam memfasilitasi pembelajaran yang berlangsung dikelas”
- R9 : “Ya saya setuju”
- R10 : “Menurut saya iya, Microsoft teams membantu saya dalam memfasilitasi pembelajaran dikelas apalagi dimasa pandemic saat ini memang diperlukan platform untuk bisa melakukan pembelajaran seperti Microsoft teams tersebut”

- R11 : “Menurut saya ya sangat membantu memfasilitasi pembelajaran dikelas karena didalam Microsoft teams siswa dan guru bisa membagikan materi tanpa harus menyediakan penyimpanan langsung, dimana hal ini tidak membutuhkan penyimpanan secara besar. jadi kalau semisal ingin membuka file bisa langsung ke buka filenya tanpa harus mendownload berbeda lagi saat mengkases file melalui whatsapp dimana ketika kita ingin membuka file tersebut kita harus mendownload terlebih dahulu”
- R12 : “ya saya setuju”
- R13 : “Saya setuju, Karena Microsoft teams membantu kita dalam berinteraksi antara guru dan siswanya. Guru dapat melakukan sharescreen ketika pembelajaran jarak jauh hal itu memudahkan siswa untuk mengerti materi yang disampaikan oleh guru”
- R14 : “Dalam pembelajaran jarak jauh saat ini, menurut saya iya. Sangat memfasilitasi pembelajaran karena Microsoft teams adalah platform yang lebih baik dari pada platform yang lain”
- R15 : “Menurut saya sangat membantu memfasilitas pembelajaran saya dikelas”
- R16 : “Menurut saya Microsoft teams membantu memfasilitasi pembelajaran dikelas karena terdapat beberapa kolom di setiap subjek pelajaran”
- R17 : “Microsoft teams menurut saya membantu memfasilitasi pembelajaran saya dengan fitur-fitur yang tersedia”
- R18 : “Ya saya setuju bahwa Microsoft teams memfasilitasi pembelajaran saya dikelas”
- R19 : “Ya, Microsoft teams membantu memfasilitasi pembelajaran dikelas”
- R20 : “Microsoft teams cukup membantu saya dalam pembelajaran dikelas secara online”
- R21 : “Microsoft teams itu membantu saya dalam melangsungkan pembelajaran di teams dengan mudah, karena aplikasinya sudah memiliki berbagai fasilitas yang mempermudah baik dalam segi penugasan, ruang yang bisa kita adakan rapat lebih dari satu”
- R22 : “Ya, Microsoft teams membantu saya memfasilitasi pembelajaran dikelas seperti tampilan PPT yang memudahkan untuk mencatat materi”

R23 : “Ya sangat membantu”

R24 : “Setuju”

R25 : “ya saya setuju”

R26 : “Ya sangat membantu pembelajaran saya dikelas, terutama dapat meningkatkan saya sebagai siswa dan guru dalam interaksi didalam pembelajaran dan juga guru dengan mudahnya mengirimkan materi seperti file, atau link materi. Jadi kesimpulan saya Microsoft teams memang sangat membantu”

R27 : “Microsoft teams cukup membantu saya dalam memfasilitasi pembelajaran pada saat pandemic covid 19”

R28 : “Menurut saya sangat membantu, karena didalam Microsoft teams terdapat banyak fitur lengkap dibandingkan dengan platform yang lain salah satu contohnya adalah kita bisa memberikan materi berupa PPT atau word kemudian di share screenkan kedalam meeting. Didalam share screen tadi kita bisa melihat materi yang telah guru berikan, kemudahan juga Microsoft teams mempunyai kemudahan dalam pengumpulan tugas”

R29 : “Ya sangat membantu karena menurut saya platform Microsoft teams lebih baik daripada yang lainnya”

R30 : “Menurut saya iya benar sekali membantu karena didalam Microsoft teams terdapat fitur video converence dan kolom tugas”

R31 : “Microsoft teams sangat membantu sekali”

R32 : “Microsoft teams membantu memfasilitasi pembelajaran dikelas”

R33 : “ya saya setuju”

R34 : “Platform Microsoft teams membantu saya dalam memfasilitasi pembelajaran dikelas”

R35 : “Setuju”

R36 : “Jawabannya adalah iya, karena Microsoft teams memiliki banyak fitur didalamnya seperti video converence, memposting materi, memposting tugas, mengumpulkan tugas, dan lain lain”

R37 : “Setuju”

R38 : “Setuju”

- R39 : “menurut saya Microsoft teams membantu saya dalam memfasilitasi pembelajaran karena adanya beberapa fitur yang mendukung pembelajaran jarak jauh”
- R40 : “saya setuju”
- R41 : “menurut saya iya, karena pembelajaran saat ini menjadi online karena adanya pandemic covid. Sehingga diperlukannya platform pembelajaran dan Saya rasa aplikasi yang tepat untuk belajar adalah Microsoft teams
- R42 : “Saya setuju”
- R43 : “Menurut saya sangat membantu memfasilitasi pembelajaran dikelas”
- R44 : “Ya sangat membantu, karena menurut saya, dimasa pandemic saat ini Microsoft teams menjadi salah satu platform yang sangat efektif atau sangat bisa dimanfaatkan dalam pemberian materi , menjelaskan, mengunduh file dll”
- R45 : “Menurut saya iya sangat membantu”
- R46 : “Iya sangat membantu memfasilitasi, karena fitur-fitur yang ada di Microsoft teams membantu teman-teman dan guru dikelas”
- R47 : “dari yang saya rasakan selama satu tahun menggunakan Microsoft teams, platform tersebut membantu saya dalam memfasilitasi pembelajaran dikelas. Namun ada juga hal yang mengganggu mengakses fasilitas karena jaringan”
- R48 : “menurut saya Microsoft teams memudahkan siswa dalam mengikuti pembelajaran secara jarak jauh”
- R49 : “menurut saya iya, karena didalam Microsoft teams sudah mencakup semuanya seperti video converence, penugasan yang sangat jelas dan disana juga terdapat kolom chat dimana guru dapat berkomunikasi kepada siswa, guru juga bisa share screen saat kelas berlangsung”
- R50 : “setuju”
- R51 : “ya saya setuju”
- R52 : “iya”
- R53 : “menurut saya iya, karena Microsoft teams mudah di akses dan tidak menyusahkan siswa”
- R54 : “Iya saya menggunakan Microsoft teams selam abelajar online saat ini”
- R55 : “Sangat setuju”

- R56 : “Menurut saya iya membantu, karean di microsoft teams terdapat banyak fitur yang membantu saya memenuhi kebutuhan belajar seperti mengadakan meeting untuk melaksanakan pembelajaran, terdapat kolom pengumpulan tugas, berbagi file mengenai materi yang diajarkan, melakukan presentasi dengan share screen dan masih banyak lagi”
- R57 : “Iya Microsoft teams memfasilitasi pembelajaran saya”
- R58 : “Menurut saya iya memfasilitasi pembelajaran”
- R59 : “Menurut saya tentu saja membantu karena dengan adanya Microsoft teams memudahkan saya belajar secara online karena pandemic covid 19”
- R60 : “Menurut saya Microsoft teams cukup membantu saya dalam belajar karena fiturnya yang lengkap. Seperti video converence dimana guru dan siswa dapat berinteraksi, dan penugasan, dimana selalu ada notif ketika ada tugas masuk”
- R61: Aplikasi tems cukup memfasilitasi pembelajaran jarak jauh, karena didalamnya sudah banyak fitur seperti video, pengumpulan tugas, chat
- R62: Aplikasi tems sangat membantu saya karena yang dibutuhkan sudah terdapat didalamnya,
- R63: “iya sangat membantu dalam pembeljaaran
- R64: menurut saya aplikasi itu mudah untuk digunakan
- R65: iya Microsoft Teams membantu saya memfasilitasi pembelajaran dikelas
- R66: Menurut saya dari Microsoft Teams itu membantu untuk pembelajaran
- R67: iya
- R68: Menurut saya sangat sangat memfasilitasi, karena menghemat waktu, pengumpulan tugas cepat.
- R69: iya
- R70:membantu
- R71:sangat memfasilitasi
- R72: . menurut saya sangat membantu karena membantu pembelajaran jarak jauh
- R73: menurut saya iya, karena fitur Microsoft Teams sangat emudahkan para siswa dan guru dalam melakukan pembelajaran dikelas
- R74: . iya, karena penggunaannya sangat mudah dan minim kendala 2. iya karen didalamnya bisa menjelaskan dengan papan whiteboard

R75: setuju

R76: Microsoft Teams sudah memfasilitasi pembelajaran dikelas.

R77: netral

R78: netral

R79: Iya tapi tidak terlalu

R80: Iya membantu saya memfasilitasi pembelajaran dikelas

R81: Iya

R82: iya

R83: setuju

R84: setuju

R85: sangat setuju

R86: Sangat setuju karena Microsoft Teams memfasilitasi pembelajaran dikelas, guru bisa share screen dan membantu memahami materi

R87: Iya membantu memfasilitasi, tapi terkadang gampang error jadinya susah

R88: Iya sangat membantu

R89: Cukup membantu saya dalam pembelajaran dikelas karena dalam PJJ diperlukan sebuah media yang mendukung salah satunya Microsoft Teams yang dilengkapi berbagai fitur yang mendukung

R90: iya

R91: Menurut saya, Microsoft Teams membantu saya dalam pembelajaran dikelas. Karena platform ini dapat digunakan untuk berinteraksi antara saya dan guru atau sebaliknya

R92: Sangat memfasilitasi karena Microsoft Teams sangat simple

R93: iya

R94: setuju

R95: Iya karena saya dapat mudah untuk berkomunikasi dengan guru apalagi saat berdiskusi dengan tems.

R96: iya

R97: Iya karena saat daring Microsoft Teams sangat membantu dalam pembelajaran

R98: iya

R99: Microsoft Teams sangat membantu saya dalam pembelajaran dirumah karena adanya berbagai fitur yang memudahkan untuk belajar

R100: iya

R101: Iya tentunya sangat membantu dalam PJJ ini karena memfasilitasi pembelajaran yang ada

R102: Microsoft Teams membantu memfasilitasi pembelajaran dikelas karena dilengkapi berbagai fitur dan sangat bermanfaat, misalnya fitur untuk mengumpulkan tugas, video conference, chat, dan lainnya.

R103: iya

R104:iya

R105: Iya membantu saya memfasilitasi pembelajaran dikelas karena kadang dilayar proyektor tidak jelas. Ketika di Microsoft Teams dapat share screen jadinya bisa terlihat jelas

R106: Iya karena fiturnya sangat memfasilitasi pembelajaran dikelas

R107: Iya sangat membantu pembelajaran dikelas

R108: iya

R109:setuju

R110:sangat setuju

R111: Iya cukup membantu

R112: Iya karena terdapat banyak sekali fasilitas yang dapat membantu pembelajaran

R113: saya setuju

R114: Iya Microsoft Teams membantu memfasilitasi pembelajaran dikelas. Microsoft

R115: iya

R116:iya

R117:iya

R118: Setuju karena Microsoft Teams merupakan media pembelajaran di SMANDA

R119: Iya karena Microsoft Teams banyak fitur lengkap

R120:iya

2. Does the Microsoft Teams platform help you in saving time in the classroom?

- R1 : “Adanya fitur2 tersebut membantu saya memudahkan interaksi antara guru dan murid dimana pun kami berada sehingga saya sebagai siswa terlibat sangat mudah untuk mengakses materi-materi yang diberikan oleh guru dengan adanya video, Microsoft, screen video dll”
- R2 : “Microsoft teams ini mudah akses nya namun berbeda ketika aplikasi ini mengalami eror karena membutuhkan waktu lama untuk memperbaikinya”
- R3 : “Netral, karena menurut saya baik menggunakan platform Microsoft teams atau platform yang lain sama saja”
- R4 : “Belum tentu”
- R5 : “ya, menghemat waktu saya”
- R6 : “Ya dikarenakan biasanya guru menggunakan Microsoft teams kurang dari 1 jam”
- R7 : “Benar sekali dalam menghemat waktu karena jika ingin bergabung dengan sebuah rapat aplikasi Microsoft teams tidak memerlukan persetujuan dari penyelenggara sehingga menghemat waktu juga untuk bergabung”
- R8 : “Dengan menggunakan Microsoft teams dapat menghemat waktu saya”
- R9 : “Ya saya setuju”
- R10 : “Menurut saya Microsoft teams ini mudah aksesnya namun berbeda ketika aplikasi teams ini mengalami eror. Hal itu dapat membutuhkan waktu yang lumayan banyak untuk bisa memperbaikinya”
- R11 : “Tergantung sama jaringannya bagus atau tidak, apalagi saat ini Microsoft teams sudah banyak yang menggunakannya jadi kadang-kadang eror, tetapi semua itu kembali kepada jaringan masing-masing. Contohnya guru sudah memberikan info bahwa nanti ada jam kelas tapi saat siswa membuka teams tidak muncul meeting tersebut sehingga teman kita harus mengundang kita terlebih dahulu atau membagikan link baru kita bisa join the class”
- R12 : “ya saya setuju menghemat waktu”
- R13 : “Menurut saya netral. Biasanya jika ada guru yang melakukan video converence, terkadang belum ada notifnya, selain itu menghabiskan banyak kuota, serta memperlambat siswa masuk kekelas”

- R14 : “Menurut saya, aplikasinya itu tidak mempengaruhi dalam menghemat waktu belajar karena tergantung kepada gurunya, kalau gurunya lama mengajar ya waktunya akan panjang tapi kalau gurunya sebentar mengajarnya maka waktunya tidak lama”
- R15 : “Ya sangat menghemat waktu”
- R16 : “Menurut saya ya, karena platform Microsoft teams membantu saya menghemat waktu didalam kelas”
- R17 : “Microsoft teams tidak membantu menghemat waktu saya dikelas tetapi juga tidak membuat saya menghabiskan banyak waktu dikelas”
- R18 : “Ya saya setuju, Microsoft teams membantu menghemat waktu dikelas”
- R19 : “Ya, Microsoft teams membantu saya menghemat waktu dikelas”
- R20 : “Microsoft teams cukup membantu saya dalam menghemat waktu dikelas”
- R21 : “Untuk menghemat waktu iya, sangat menghemat waktu tapi untuk di laptop saya cenderung dia lambat”
- R22 : “Ya, Microsoft teams membantu menghemat waktu dikelas karena saat video converence bisa mencatat materi yang dijelaskan”
- R23 : “Ya sangat menghemat”
- R24 : “Netral”
- R25 : “ya saya setuju menghemat waktu”
- R26 : “Ya, setuju”
- R27 : “Microsoft teams cukup menghemat waktu karena siswa hanya perlu membuka handphone atau laptop untuk bergabung dengan kelas”
- R28 : “Menurut saya lumayan menghemat waktu dikelas tetapi kembali lagi bagaimana guru subjek yang mengajar”
- R29 : “Untuk menghemat waktu itu tergantung dari guru masing-masing. Apabila guru menjelaskannya lama maka akan lama, begitupun sebaliknya”
- R30 : “Menurut saya, menggunakan Microsoft teams dapat menghemat waktu dikelas”
- R31 : “ya saya setuju”
- R32 : “menghemat waktu dikelas”
- R33 : “ya saya sangat setuju, Microsoft teams dapat menghemat waktu saya”

- R34 : “Platform Microsoft teams juga membantu saya dalam menghemat waktu dikelas”
- R35 : “Iya”
- R36 : “Jawaban saya iya, seperti yang sudah saya sebutkan sebelumnya bahwa Microsoft teams memiliki banyak fitur didalam satu aplikasi sehingga itu membantu saya dalam menghemat waktu”
- R37 : “Setuju”
- R38 : “Setuju”
- R39 : “menurut saya Microsoft teams membantu saya dalam menghemat waktu karena Microsoft teams terdapat fitur yang menunjukkan pelajaran sesuai jadwal yang ada saat hari itu”
- R40 : “saya setuju”
- R41 : “ya, karena akses dari Microsoft teams itu mudah. Untuk tugas dan video converence itu berbeda jadi sangat mudah digunakan”
- R42 : “Saya setuju”
- R43 : “Menurut saya membantu menghemat waktu dan tenaga”
- R44 : “Sebenarnya ini relative karena apabila Microsoft teams digunakan sebagai media pembelajaran sama seperti zoom atau google meet. Intinya pada dasarnya sama saja”
- R45 : “Menurut saya netral”
- R46 : “Iya sangat menghemat waktu karena fiturnya yang mudah dan tidak rumit sehingga dapat menghemat waktu dikelas”
- R47 : “menurut saya kurang membantu karena saya sering mengalami loading yang begitu lama untuk mengakses platform tersebut”
- R48 : “iya”
- R49 : “Menurut saya tergantung guru. Apabila guru mengajarnya lama ya akan lama pembelajarannya, begitupun sebaliknya. Tetapi untuk delay guru dan murid tidak begitu lama jadi cukup menghemat waktu”
- R50 : “setuju”
- R51 : “iya menghemat waktu”
- R52 : “iya”

- R53 : “Menurut saya kadang-kadang. Karena terkadang ada beberapa teman sulit untuk join kelas sehingga untuk menunggu teman join kelas kita membutuhkan waktu”
- R54 : “Iya, karena cara menggunakannya mudah”
- R55 : “setuju”
- R56 : “Menurut saya sangat menghemat, karena seperti yang sudah saya jelaskan sebelumnya. Didalam Microsoft teams terdapat banyak fasilitas yang sesuai dengan kebutuhan pembelajaran. Sehingga ketika pembelajaran berlangsung berbagai kegiatan dapat terlaksanakan secara efisien karena telah terpenuhinya kebutuhan tersebut”
- R57 : “Iya menghemat waktu saya dalam belajar dikelas”
- R58 : “Iya setuju menghemat waktu”
- R59 : “Menurut saya sangat menghemat waktu karena aplikasinya itu mudah diakses untuk semua kalangan, dan menghemat kuota internet”
- R60 : “Iya, karena fitur di Microsoft teams sangat praktis tetapi tergantung internet masing-masing”
- R61: iya membantu
- R62: membantu dalam menghemat waktu dalam pembelajaran
- R63: iya sangat membantu
- R64:iya
- R65: Tidak membantu menghemat waktu dalam kelas.
- R66: Menurut saya dari Microsoft Teams itu membantu untuk pembelajaran
- R67:iya
- R68: sangat membantu menghemat waktu, mudah dicari tugas tugasnya
- R69: iya
- R70: iya
- R71:iya
- R72: tetap menghemat waktu, cara mengakses nya mudah dan ada fitur fitur yang membantu invite teman yang belum masuk
- R73: iya, dengan fitur yang bisa membuat rapat dapat menghemat waktu
- R74: iya karen didalamnya bisa menjelaskan dengan papan whiteboard

R75: setuju

R76: Sudah dapat menghemat waktu, tapi terkadang terkendala

R77: netral

R78: setuju

R79: Tidak juga terkadang durasinya juga lama

R80: Sebenarnya tidak menghemat waktu tapi cukup membantu pembelajaran secara online

R81: iya

R82: iya

R83: setuju

R84: iya

R85: Netral

R86: Netral, biasanya belum ada notifikasi masuk ketika guru sudah memulai, mungkin terkendala jaringan

R87: Iya, karena fiturnya gampang dipakai, tapi kalau nggak paham ya sama aja. Tergantung pribadi masing masing

R88: . Iya sangat menghemat waktu

R89: Tidak selalu karena terkadang terdapat hambatan baik dari sinyal atau dari fitur yang eror

R90: iya

R91: Menurut saya pribadi Microsoft Teams dapat digunakan dengan mudah karena bisa diakses dengan mudah

R92: . Sangat menghemat, karena mudah dipelajari dan sangat simpel

R93: iya

R94: iya

R95: Iya karena Microsoft Teams ini tertera waktu yang digunakan, jadi guru tidak akan melebihi atau mengurangi waktu tersebut

R96: iya

R97: Iya karena dengan Microsoft Teams bisa langsung masuk ke room dan bertanya dengan mudah

R98: iya

R99: . Microsoft Teams sangat membantu saya dalam pembelajaran karena ada waktu yang tercantum jadi tidak bisa tau waktu habisnya

R100:netral

R101: Tidak juga, kan sama saja guru menjelaskan materi, tapi mungkin lebih hemat dibanding yang lain

R102: Microsoft Teams membantu menghemat waktu dikelas karena guru dan siswa dapat mengaksesnya kapan saja.

R103:iya

R104:iya

R105:Iya membantu menghemat saya dikelas karena teman yang jarak jauh tetap bisa mengikuti pembelajaran dikelas. Sehingga semua bisa terkondisikan

R106: Sebenarnya itu netral karena tidak ada fitur untuk menghemat waktu hanya saja memudahkan siswa dalam pembelajaran online

R107: Iya sangat menghemat dan tentunya lebih efisien

R108:iya

R109: Iya sangat menghemat dan tentunya lebih efisien

R110:setuju

R111:iya sangat membantu

R112: Iya karena sangat mudah digunakan karena mudah dipahami sehingga mudah diakses

R113:saya setuju

R114: Microsoft Teams membantu menghemat waktu dikelas. Microsoft Teams membantu menyelesaikan tugas yang diberikan oleh guru.

R115: iya

R116:iya

R117: Iya Microsoft Teams dapat membantu saya dalam pembelajaran PJJ

R118:seyuju

R119: . Iya tergantung cara absennya bagaimana dan siswanya 3. Iya karena simpel dan aman

R120: iya

3. Does Microsoft Teams make it easier for you to complete the assignments given by the teacher?

- R1 : “Mudahnya diakses oleh murid dan guru sehingga pembelajaran dapat dimungkinkan dalam kondisi apapun”
- R2 : “Berdasarkan pengalaman pribadi terkadang saya kesulitan untuk mengumpulkan tugas melewati Microsoft teams dalam bentuk pdf karena harus di pindahkan dulu ke google drive agar bisa di kumpulkan”
- R3 : “Menurut saya fitur-fitur yang ada di Microsoft teams mudah dimengerti termasuk dalam pengumpulan tugas sehingga tugas yang diberikan oleh guru dapat di fahami oleh saya”
- R4 : “Iya karena dalam Microsoft teams terdapat fitur penugasan dimana hal itu memudahkan murid untuk mendapatkan pemberitahuan mengenai tugas dan dealine pengumpulannya, serta memudahkan dalam mengumpulkan tugas-tugas yang diberikan oleh guru”
- R5 : “Ya dikarenakan fitur yang tersedia di Microsoft teams sangat menarik untuk pembelajaran siswa”
- R6 : iya, memudahkan
- R7 : “Iya, karena didalam aplikasi Microsoft teams tertera dengan jelas mengenai apasaja yang bisa di unggah selain itu tugas pada aplikasi teams sudah tertata dengan urut dan rapi”
- R8 : “Menurut saya platform Microsoft teams memudahkan saya untuk menyelesaikan tugas-tugas yang diberikan oleh guru”
- R9 : “Ya saya setuju”
- R10 : “Menurut saya, berdasarkan pengalaman pribadi, saya kesulitan untuk mengumpulkan tugasnya karena file PDF harus dipindahkan terlebih dahulu kedalam google drive agar bisa dikumpulkan ke Microsoft teams”
- R11 : “Lumayan memudahkan karna ya kalau kita mau aupload tugas ya tinggal aupload aja tidak seperti google drive. Tapi terkadang eror, mungkin bawaan dari hp saya sendiri”
- R12 : iya, memudahkan sekali

- R13 : “Menurut saya sangat membantu, karena pengumpulan tugas di Microsoft teams sangat cepat “
- R14 : “Kalau ini menurut saya tidak, karena Microsoft teams itu kan sebuah platform jadi tidak bisa membantu saya dalam mengerjakan tugas-tugas yang diberikan oleh guru, tidak seperti brainly atau kanda. Mereka bisa membantu menjawab soal-soal yang sulit sedangkan Microsoft teams tidak”
- R15 :” Ya sangat memudahkan apalagi kalau pembelajaran jarak jauh saat ini”
- R16 : “Menurut saya Microsoft teams memudahkan saya mengerjakan tugas yang diberikan oleh guru, jadi langsung bisa dikerjakan, akan tetapi saat pengumpulan jaringan saya tiba-tiba hilang jadi prosesnya agak lama”
- R17 : “Microsoft teams tidak memudahkan saya menyelesaikan tugas yang diberikan oleh guru tetapi tidak juga menyusahkan saya untuk menyelesaikan tugas yang diberikan”
- R18 : “Menurut saya netral”
- R19 : “Ya, menurut saya Microsoft teams memudahkan saya dalam menyelesaikan tugas yang diberikan oleh guru-guru saya”
- R20 : “Microsoft teams memudahkan saya menyelesaikan tugas yang diberikan oleh guru”
- R21 : “Microsoft teams itu memudahkan saya dalam mengerjakan tugas karena terdapat kantong tugas tersendiri”
- R22 : “Ya, Microsoft teams memudahkan saya menyelesaikan tugas dari guru”
- R23 : “Ya sangat memudahkan”
- R24 : “Setuju”
- R25 : memudahkan dalam mengumpulkan tugas
- R26 : “Netral”
- R27 : “Microsoft teams memudahkan saya dalam menyelesaikan tugas karena sangat mudah dalam pengumpulan maupun pengerjaan tugas yang diberikan”
- R28 : “Menurut saya tidak, karena didalam Microsoft teams kita tidak bisa searching layaknya google tapi kita bisa membuka link materi yang diberikan oleh guru”
- R29 : “Menurut saya tidak karena Microsoft teams ini merupakan aplikasi video conference bukan aplikasi seperti kanda, brainly dll”

- R30 : “Microsoft teams juga dapat memudahkan dalam mengerjakan dan mengumpulkan tugas”
- R31 : iya mudah
- R32 : “Microsoft teams juga membantu memudahkan dalam menyelesaikan tugas”
- R33 : setuju
- R34 : “Microsoft teams memudahkan saya dalam menyelesaikan dan mengumpulkan tugas”
- R35 : “Sangat setuju”
- R36 : “Jawabannya adalah iya, karena di Microsoft teams sendiri terdapat kolom pengumpulan tugas dan pembagian tugas sehingga segalanya menjadi mudah, tidak perlu menggunakan aplikasi lain”
- R37 : “Sangat setuju”
- R38 : “Netral”
- R39 : “menurut saya Microsoft teams memudahkan saya menyelesaikan tugas yang diberikan guru karena terdapat berbagai fitur yang dapat mengingatkan saya mengenai tugas tersebut”
- R40 : “saya setuju”
- R41 : “ya, karna yang sudah saya jelaskan tadi bahwa video dan penugasan itu di pisah jadi lebih mudah untuk digunakan. Kalau tugas ya tinggal dikumpulkan didalam kolom tugas”
- R42 : “Saya setuju”
- R43 : “Menurut saya sangat membantu”
- R44 : “Tentu sangat membantu, karena disini kita dapat mengumpulkan tugas, melihat materi, melaksanakan video converence. Jadi menurut saya aplikasi ini mempunyai banyak fitur yang dapat dimanfaatkan oleh siswa dimasa pandemic”
- R45 : “Menurut saya membantu”
- R46 : “Iya, karena di Microsoft teams itu, guru bisa membagikan materi, jadi memudahkan saya juga dalam mengerjakan tugas”
- R47 : “menurut saya membantu, karena tidak perlu mendownload file tugas sehingga tidak membuat memory hp saya jadi penuh”
- R48 : setuju

- R49 : “Seperti yang sudah saya sampaikan sebelumnya bahwa mudah untuk menyelesaikan tugas dan tertata jadi kita sudah tau bagaimana cara mengumpulkan tugasnya”
- R50 : “setuju”
- R51 : iya
- R52 : “iya”
- R53 : “Menurut saya iya, karena materi yang di bagikan oleh guru mudah diakses dan untuk pengumpulannya cukup praktis”
- R54 : “Iya, karena ada fitur penugasan yang membantu saya memilah milah tugas dimana tugas yang sudah dikerjakan dan tugas yang belum dikerjakan”
- R55 : “setuju”
- R56 : “Menurut saya iya karena microsoft teams memiliki kolom tersendiri untuk pengumpulan tugas yang diberikan oleh guru, dan terdapat batas waktu untuk pengumpulannya, sehingga sangat mudah untuk mengumpulkannya”
- R57 : “Tentu saja mudah dalam mengumpulkan tugas karena suda ada kolom tugasnya sendiri”
- R58 : “Menurut saya netral”
- R59 : “Tentu saja dengan Microsoft teams kami mudah mengupload tugas yang diberikan oleh guru kita didalam kolom penugasan”
- R60 : “Kadang-kadang, karena tugas yang diberikan guru akan terpampang sangat jelas termasuk deadline pengumpulannya dan untuk pengumpulan cukup menekan tombol submit. Tetapi dalam media kertas kita harus memfoto scan kertas tersebut sehingga memakan waktu”
- R61: iya memudahkan dalam menyelesaikan tugas
- R62: Membantu mengerjakan tugas dari guru, karena bisa langsung didownload di dalamnya.
- R63:iya
- R64: iya mic teems membantu saya dalam menyelesaikan tugas tugas saya
- R65: Membantu menyelesaikan tugas yang diberikan guru
- R66: Menurut saya dari Microsoft Teams itu membantu untuk pembelajaran
- R67:iya

R68: sangat sangat memudahkan juga, sudah ada tempat pengumpulan tugas jadi tinggal kirim

R69: iya

R70: setuju

R71: netral

R72: memudahkan pengumpulan tugas

R73: iya, karena dalam Microsoft Teams terdapat fitur pengumpulan tugas

R74: iya, karena ada batasan pengumpulan sehingga infonya mudah diketahui

R75: setuju

R76: Memudahkan menyelesaikan tugas dari guru

R77: Kadang iya kadang tidak

R78: iya

R79: . Iya cukup membantu sekali

R80: . Iya cukup memudahkan karena fitur untuk mengumpulkan tugas cukup mudah

R81: iya

R82: iya

R83: setuju

R84: iya

R85: netral

R86: Setuju karena pengumpulan tugas mudah dan ada batas waktunya

R87: . Sangat setuju, pengumpulan tugas gampang dipakai

R88: Iya sangat memudahkan

R89: Menurut saya iya, karena dilengkapi fitur pengumpulan tugas dan lain lain

R90: iya

R91: Menurut saya memudahkan untuk mengerjakna tugas yang diberikan oleh guru karena mudah untuk dipahami

R92: Sangat memudahkan karena Microsoft Teams itu jelas dan gampang dipahami

R93: iya

R94: setuju

R95: Iya karena terdapat fitur yang digunakan untuk menaruh tugas dari guru

R96: iya

R97: Tidak juga karena bagi saya Microsoft Teams hanya mempermudah pengiriman bukan menyelesaikan tugas

R98:iya

R99: Microsoft Teams sangat memudahkan saya menyelesaikan tugas karena adanya fitur yang bisa tau kapan tugas harus dikumpulkan

R100:iya

R101: Menurut saya Microsoft Teams sama saja dengan yang lain misalnya google drive, fiturnya sama

R102: . Murid bisa langsung mengumpulkan dalam kolom pengumpulan tugas. Guru bisa menambahkan file file materi yang bisa murid pahami. Terdapat juga deadline waktu agar kita tidak terlupa untuk mengumpulkan tugas.

R103:iya

R104:iya

R105: Tentu saja memudahkan saya dalam menyelesaikan tugas karena guru bisa menaruh ditempat tugas dan saya bisa kirim ke situ. Tidak ribet

R106: Iya karena setelah guru memposting tugas siswa langsung bisa mengaksesnya

R107: Iya sangat menghemat dan tentunya lebih efisien

R108:iya

R109:sangat setuju

R110:setuju

R111: . Iya cukup memudahkan

R112: Iya karena dalam Microsoft Teams terdapat kolom tugas tersendiri yang mudah dipahami

R113:saya setuju

R114: Microsoft Teams membantu menyelesaikan tugas yang diberikan oleh guru.

R115:iya

R116:iya

R117:iya

R118: Setuju karena terdapat kolom pengumpulan tugas

R119: Iya karena simpel dan aman

R120:terkadang iya

4. Does the features available in Microsoft Teams help you in increasing the effectiveness of learning?

R1 : “Saya menarik kesimpulan bahwa siswa dapat menggunakan Microsoft teams sebagai pembelajaran online saat ini”

R2 : “Cukup memfasilitasi hal ini karena ada beberapa fitur seperti chat box dimana saat saya sedang mengalami kendala saya bisa mengirim pesan melalui fitur tersebut dengan tujuan guru dan teman-teman saya mengetahui bahwa ada kendala dalam Microsoft teams saya”

R3 : “Membantu saya dalam meningkatkan pembelajaran karena fitur-fitur yang tersedia mudah dimengerti sehingga tidak kesulitan dalam mengakses dan pembelajaran dapat berjalan dengan lebih efektif”

R4 : “Ya dapat membantu meningkatkan keefektifitas pembelajarn namun itu tergantung kepada guru mengenai bagaimana guru memberikan materinya”

R5 : iya

R6 : “Ya dikarenakan saat mengumpulkan tugas yang diberikan oleh guru terdapat fitur atau animasi-animasi yang lucu yang menarik siswa untuk mengerjakan tugas dari guru”

R7 : “Benar sekali fitur-fitur yang ada dalam Microsoft teams sangat membantu kegiatan selama proses pembelajaran daring berlangsung”

R8 : “Menurut saya fitur-fitur yang telah tersedia di Microsoft teams sangat membantu saya dalam meningkatkan keefektifitas dalam pembelajaran”

R9 : “Ya saya setuju”

R10 : “Cukup memfasilitasi seperti adanya chat box dimana saya dapat membantu saya mengonfirmasikan kepada guru dan teman-teman apabila terdapat kendala dalam teams saya. Namun ada satu kendala disaat saya ingin sharescreen PPT kepada teman-teman tetapi teman-teman saya tidak dapat mengaksesnya, padahal saya sudah berusaha mencari solusinya lewat youtube tapi hingga saat ini saya belum bisa memecahkan masalah tersebut”

R11 : “Kurang tau kalau untuk itu karena saya jarang memakai fitur-fitur lainnya yang ada di Microsoft teams karna saya lebih suka memakai yang ada aja”

R12 : iya

- R13 : “Menurut saya Microsoft teams membantu Karena di Microsoft teams kita bisa mengetahui benar atau tidak ketika kita sedang melakukan ulangan”
- R14 : “Kalau dalam konteks pembelajaran jarak jauh, menurut saya bisa membantu karena mudah digunakan”
- R15 : “Ya sangat membantu”
- R16 : “Fitur-fitur yang ada didalam Microsoft teams membantu saya dalam meningkatkan pembelajaran. Jadi setiap subjek pelajaran ada kolom-kolomnya sendiri sehingga memudahkan saya untuk mengecek apakah guru kita suda mengadakan rapat atau belum”
- R17 : “Ya, fitur yang tersedia di Microsoft teams membantu saya meningkatkan efektivitas pembelajaran dikelas”
- R18 : “Menurut saya ya sangat membantu”
- R19 : “Ya, fitur yang tersedia di Microsoft teams membantu saya meningkatkan efektivitas pembelajaran”
- R20 : “Cukup membantu saya untuk meningkatkan efektivitas pembelajaran saya”
- R21 : “Untuk meningkatkan efektivitas pembelajaran, iya membantu karena di Microsoft teams itu ada banyak fasilitas”
- R22 : “Kurang tau, karena menurut saya kurang membantu meningkatkan efektivitas pembelajaran saya”
- R23 : “Ya sangat membantu”
- R24 : “Setuju”
- R25 : setuju
- R26 : “Ya, setuju”
- R27: “Microsoft teams kurang efektif dalam meningkatkan pembelajaran karena dilingkungan rumah saya sangat berisik sehingga saya sangat kesulitan dalam memahami materi”
- R28 : “Menurut saya iya, sangat membantu meningkatkan pembelajaran saya, seperti yang telah saya jelaskan diawal taDi. Microsoft teams itu ada fitur yang lengkap salah satu contohnya yaitu guru bisa memberikan materi berupa PPT atau word, metode pengumpulan yang mudah, dan kita dapat berinteraksi antara guru dan siswa”

- R29 : “Menurut saya iya, karena fitur yang diberikan Microsoft teams sangat lengkap dan yang paling saya sukai yaitu fitur dari tugas. Jika deadline tugasnya tinggal satu hari maka akan ada notive yang memberi tahu bahwa batas tugas sebentar lagi”
- R30 : “Didalam Microsoft terdapat banyak fitur yang dapat meningkatkan efektivitas pembelajaran”
- R31 : ya setuju
- R32 : “Fitur-fitur nya membantu meningkatkan pembelajaran”
- R33 : setuju
- R34 : “Fitur yang terdapat di Microsoft teams sangat membantu saya dalam meningkatkan pembelajaran dikelas”
- R35 : “Setuju”
- R36 : “Jawabannya iya, karena fitur fitur yang tersedia sangat banyak dan berguna. Contohnya sharescreen yang dapat membantu dalam pembelajaran, selain itu ada fitur angkat tangan juga”
- R37 : “Sangat setuju”
- R38 : “Netral”
- R39 : “menurut saya fitur-fitur yang ada dapat meningkat kan pembelajaran saya, seperti contoh fitur rekaman dimana saya bisa melihat kembali pelajaran yang sudah berlalu”
- R40 : “saya setuju”
- R41 : “Menurut saya kurang lebih iya. Karena dimasa pandemic saat ini mau tidak mau kita harus jalani
- R42 : “Saya setuju”
- R43 : “Menurut saya, fitur nya sudah sangat lengkap dan sangat membantu”
- R44 : “Menurut saya iya sangat membantu meningkatkan pembelajaran saya “
- R45 : “Menurut saya netral”
- R46 : “Iya, karena mempunyai fitur fitur yang sangat berguna seperti share screen. Jadi kita bisa merasakan pembelajaran itu seperti saat kita belajar dikelas seperti dulu”

- R47 : “menurut saya kurang membantu karena saya tidak bisa lama berada didepan layar laptop atau handphone dikarenakan mata saya mudah memerah sehingga mengganggu aktifitas saya yang lain”
- R48 : setuju
- R49 : “Menurut saya iya karena fitur-fitur yang ada di Microsoft teams lengkap, mudah dan nyaman”
- R50 : “setuju”
- R51 : ya
- R52 : “iya”
- R53 : “Menurut saya iya, karena fitur Microsoft teams termasuk lengkap seperti angkat tangan yang memudahkan saat menjawab pertanyaan selain itu ada fitur share screen yang memudahkan dalam pembelajaran dan kolom tugas untuk pengumpulan tugas. Menurut saya fitur-fitur tersebut memiliki manfaat yang lebih”
- R54 : “Iya, karena ada fitur share screen untuk presentasi dan cara menggunakannya mudah, lalu ada fitur recording yang bisa membantu saya untuk menyimpan rekaman pembelajaran saat hari itu dan nanti ketika ada waktu luang saya bisa menontonnya lagi untuk review pembelajaran”
- R55 : “setuju”
- R56 : “Menurut saya tentu saja, beberapa pembelajaran yang telah berlangsung didukung oleh fitur fitur yang ada di Microsoft teams seperti saat presentasi menggunakan share screen, guru dapat menjelaskan materi dengan tulisan di white board, menggunakan fitur angkat tangan ketika ingin bertanya atau menjawab pertanyaan dari guru dan juga terdapat fitur recording untuk merekam meeting saat pembelajaran berlangsung yang tentunya dapat disimpan dan siswa juga dapat mengulang kembali pertemuan tersebut dengan melihat hasil recording kelas”
- R57 : “Iya karena fitur-fitur nya mendukung”
- R58 : “Iya setuju”
- R59 : “Tentu saja, karena fitur-fitur nya sangat bermanfaat dan mendukung untuk pembelajaran”

- R60 : “Tidak, karena itu tergantung dengan jaringan yang kita miliki. Apabila jaringannya buruk maka suara terputus dan pembelajarn tidak maksimal, begitupun sebaliknya”
- R61: . Fitur yang tersedia tentu efektif dan sudah dibuatkan dari sekolah juga, memudahkan komunkasi antar guru dan siswa
- R62: Membantu efektifan pembelajaran, karena sudah tersedia fitur yang memperjelas materi yang sudah disampaikan oleh guru
- R63: . iya membantu karena dapat mengupload video dan file pembelajaran
- R64: iya
- R65: Fiturnya sangat membantu dalam meningkatkan efektifitas pembelajaran.
- R66: Menurut saya dari Microsoft Teams itu membantu untuk pembelajaran
- R67:iya
- R68: sangat membantu, menungkatkan efektifitas dikelas, ada vc nya, file pendukung dan lain lain
- R69:iya
- R70:iya
- R71: . iya
- R72: mengingkatkan pasti, tapi ada negatifnya karena jarak jauh
- R73: iya tentunya dengan fitur tems yang banyak itu dangat memudahkan sekali dalam pembelajaran jarak jauh ini
- R74: iya, karena dalam daring butuh efektifitas lebih
- R75:setuju
- R76: Fitur fitur didalamnya sudah membantu dalam menyelesaikan tugas tapi terkadang terkendala misalnya mic mati atau kamera tidak menyala
- R77:iya
- R78:iya
- R79: Iya membantu tapi tidak meningkatkan
- R80: Iya, fitur yang tersedia cukup membantu
- R81:iya
- R82:iya
- R83:setuju

R84:iya

R85: meningkatkan

R86: Setuju karena pada saat submit ada jawaban pembetulan jadi bisa dipakai belajar kembali

R87: Fitur yang diberikan efektif, gampang dipakai ngga ribet

R88: . Iya sangat memudahkan dan sangat membantu

R89: Iya

R90:iya

R91: Sangat membantu dalam meningkatkan efektifitas pembelajaran

R92: Iya lumayan membantu karena dijelaskan oleh guru langsung

R93:iya

R94:iya

R95: . Iya misalnya terdapat fitur rise hand jadi bila digunakan bisa tanpa membuka mic .

R96: Menurut saya kurang meningkatkan

R97: Iya karena Microsoft Teams memiliki banyak fitur yang dapat membantu saya

R98: Menurut saya kurang meningkatkan

R99: a tentu saja, karena adanya berbagai fitur yang mendukung, seperti vc tempat pengumpulan tugas dan lainnya dan gal itu sangat efektif sekali

R100:Iya

R101: Iya karena didalamnya ada fitur panggilan, chat pribadi, kalender, dan lain lain

R102: Microsoft Teams membantu meningkatkan efektifitas pembelajaran

R103: iya

R104:iya

R105: Iya fitur yang tersedia dpaat meningkatkan pembelajaran misalnya fitur vc, tempat penugasan, kolom komentar dan sebagainya. Sangat efektif dalam pembelajaran.

R106: Iya karena fitur fitur dalam Microsoft Teams sangat membantu dalam pembelajaran

R107: iya tentunya sangat membantu

R108:iya

- R109: Iya sangat membantu dalam meningkatkan efektifitas pembelajaran saya
- R110: setuju
- R111: Iya sangat membantu
- R112: . Iya karena tersedia fasilitas yang sudah saya sebutkan diawal seperti white board, sharescreen dan sebagainya
- R113:saya setuju
- R114: Iya Microsoft Teams membantu dalam meningkatkan pembelajaran
- R115:iya
- R116:iya
- R117: iya
- R118: Setuju karena guru dapat memberikan file pembelajaran
- R119: . Iya jika fiturnya bisa dipakai dan pemaikaiannya dimaksimalkan
- R120: Iya

5. Does Microsoft Teams facilitate interaction and communication between teachers and students?

- R1 : iya saya setuju sekali
- R2 : “Menurut saya dapat memfasilitasinya”
- R3 : “Ya, baik guru atau siswa dapat tetap berkomunikasi jarak jauh dengan mudah”
- R4 : “Ya, memfasilitasi interaksi antara guru dan siswa, karena terdapat fitur call dan video converensi hal ini memungkinkan adanya komunikasi secara 2 arah”
- R5 : iya memfasilitasi
- R6 : “Ya memfasilitasi dikarenakan interaksi dan komunikasi antara siswa dan guru dapat dilakukan melalui video converence di Microsoft teams ataupun melalui chatbox”
- R7 : “Menurut saya iya, karena dalam aplikasi Microsoft teams itu sendiri terdapat kolom chat yang tidak hanya dapat berkomunikasi dengan siswa tapi juga dengan para guru, sehingga tidak akan terjadi kesulitan berkomunikasi terutama dengan guru-guru”
- R8 : Menurut saya Microsoft teams sangat memfasilitasi interaksi yang terjalin antara guru dan siswanya”
- R9 : “Ya saya setuju”

- R10 : “Menurut saya ya, Microsoft teams ini dapat memfasilitasinya”
- R11 : “Menurut saya ya membantu interaksi siswa dan guru. Kami lebih sering berinteraksi dengan guru melalui video converence, kalau melalui chat jarang, mungkin hanya beberapa guru saja. Semua itu kembali lagi kepada guru masing-masing karena guru juga sibuk mengurus beberapa hal lain”
- R12 :iya saya setuju
- R13 : “Saya setuju karena dengan menggunakan Microsoft teams kita bisa berinteraksi satu sama lain. Meskipun belum bisa bertatap muka secara langsung”
- R14 : “Menurut saya iya, karena seperti video converence biasanya bisa menghubungkan antara guru dan siswa saat belajar”
- R15 : “Ya sangat membantu berkomunikasi antara siswa dan guru”
- R16 : “Ya benar, karena disana kita bisa mengadakan video cnverence”
- R17 : “Fasilitas video cnverence yang disediakan oleh Microsoft teams bisa membantu komunikasi saya dengan guru”
- R18 : “Ya saya setuju jika Microsoft teams membantu memfasilitasi interaksi antara siswa dan guru”
- R19 : “Ya, Microsoft teams memfasilitasi interaksi”
- R20 : “Cukup memfasilitasi karna kadang eror dikarenakan jaringan yang buruk”
- R21 : “Untuk interaksi menurut saya kurang, karena lebih sering di whatsapp, tapi kalau untuk pembelajaran sudah cukup baik”
- R22 : “Ya sangat memfasilitas interaksi dengan guru”
- R23 : “Ya sangat setuju”
- R24 : “Setuju”
- R25 : netral
- R26 : “Ya, setuju”
- R27 : “Cukup membantu, tetapi karena koneksi yang buruk menjadi penghalang interaksi antara guru dan siswa”
- R28 : “Ya sangat memfasilitasi, karena Microsoft teams salah satu media pembelajaran disekolah jadi kita bisa berinteraksi antara guru dan siswa, kita juga bisa melihat wajah teman-teman dan guru walaupun online”

- R29 : “Menurut saya iya, karena komunikasi melalui Microsoft teams ini sangat mudah”
- R30 : “Microsoft teams dapat memfasilitasi interaksi antara siswa dan guru karena terdapat video converence dan kolom chat yang memudahkan untuk berkomunikasi”
- R31 : saya setuju, MT memfasilitasi interaksi
- R32 : “Komunikasi yang terjalin dimicrosoft teams sangat baik”
- R33 : ya saya setuju
- R34 : “Microsoft teams juga memfasilitasi interaksi antara guru dan saya”
- R35 : “Iya setuju”
- R36 : “Jawabannya iya seperti fitur video converence yang sering digunakan sehingga fitur tersebut menjadi fitur paling penting”
- R37 : “Setuju”
- R38 : “Setuju”
- R39 : “menurut saya Microsoft teams membantu saya dalam berkomunikasi, contohnya terdapat fitur chat didalamnya”
- R40 : “saya setuju”
- R41 : “Iya memfasilitasi interaksi antara guru dan siswa”
- R42 : “Saya setuju”
- R43 : “Menurut saya, memfasilitasi interaksi guru dan siswa”
- R44 : “Sangat memfasilitasi interaksi antara guru dan siswa. namun kita sering menggunakan via whatsapp group untuk berbagi informasi bersama guru”
- R45 : “Menurut saya sangat memfasilitasi”
- R46 : “Iya, karena pada masa pandemic kita tidak bisa bertemu secara langsung, jadi kita bisa memanfaatkan Microsoft teams untuk interaksi dan komunikasi antara guru dan siswa”
- R47 : “iya memfasilitasi interaksi antara guru dan siswa, didalam Microsoft teams terdapat fitur chat yang bisa digunakan antara guru dan siswa. Lalu guru dapat mengumumkan materi atau tugas melalui fitur siaran di Microsoft teams dan ada juga fitur video conference”
- R48 : ya setuju

- R49 : “Menurut saya iya, seperti saat video converence. Siswa dapat menjawab pertanyaan secara langsung dan guru dapat share screen lalu kita menanggapi”
- R50 : “setuju”
- R51 : netral
- R52 : “iya”
- R53 : “Menurut saya iya, karena saat menggunakan Microsoft teams audio terdengar jelas dan jarang mengalami eror”
- R54 : “Iya, para siswa dan guru dapat berkomunikasi melalui video converence, bisa dengan on camera atau menggunakan fitur video yang di nyalakan atau dengan suara saja, terkadang juga melalui share screen kami membagi informasi, dan juga menggunakan white board dimana kami melakukannya seperti kelas pada umumnya”
- R55 : “sangat setuju”
- R56 : “Menurut saya, jelas sekali iya jawabannya, karena sudah terbukti untuk melaksanakan meeting pembelajaran guru dan siswa dapat melakukan video converence, guru dapat menjelaskan materi dengan berbagai metode yang selama ini sudah tersampaikan secara jelas. Dan siswa juga bisa bertanya kepada guru terkait materi yang masih belum jelas namun hal ini terkadang mengalami beberapa gangguan seperti jaringan yang mengakibatkan komunikasi kurang maksimal”
- R57 : “Iya, terjalin komunikasi yang baik antara siswa dan guru melalui Microsoft teams”
- R58 : “Iya setuju”
- R59 : “Sangat memfasilitasi, karena interaksi dengan Microsoft teams mudah, simpel dan menghemat waktu”
- R60 : “Iya karena kita bisa berkomunikasi dengan guru melalui fitur video converence dan fitur chat sehingga sangat bermanfaat jika ingin konsultasi tentang sesuatu”
- R61: memudahkan komunikasi antar guru dan siswa
- R62: membantu komunikasi antar guru dan siswa.
- R63: ya karena terdapat fitur vc yang memudahkan komunikasi siswa dan guru
- R64: ya

- R65: Microsoft Teams memfasilitasi komunikasi antar guru dan siswa dan saya sangat terbantu oleh adanya Microsoft Teams
- R66: Menurut saya dari Microsoft Teams itu membantu untuk pembelajaran
- R67: setuju
- R68: sangat memfasilitasi, karena ada fitur chat antar guru dan siswa
- R69: setuju
- R70: iya
- R71: iya
- R72: pastinya, karena dalam mic tem tetap bisa belajar antara guru dan siswa
- R73: ya, karena dalam Microsoft Teams terdapat fitur pengumpulan tugas
- R74: . iya, karena bisa berdiskusi dan bertanya pada guru
- R75: Iya
- R76: . Sudah emmfasilitasi interaksi antar guru dan siswa
- R77: iya banget
- R78: iya
- R79: Iya, tapi terkadang suara guru putus putus
- R80: Iya, cukup membantu interaksi antar guru dan siswa serta pada saat organisasi
- R81: iya
- R82: iya
- R83: setuju
- R84: iya
- R85: . setuju banget
- R86: . Setuju, karena bisa interaksi antar guru dan siswa
- R87: Memfasilitasi sih iya, cuman tergantung pribadi masing masing. Misalnya guru memang sering pakai
- R88: Iya sangat memfasilitasi
- R89: . Iya Mmemfasilitasi karena memiliki fitur room meeting dan chat antar individu atau publik chat
- R90: iya
- R91: Sudah memfasilitasi interkasi antar guru dan siswa
- R92: . Memfasilitasi itu tergantung jaringan masing masing, tapi sejauh ini bagus

R93: iya

R94:iya

R95: Iya karena dengan Microsoft Teams terdapat vc

R96:iya

R97: Iya karena didalamnya terdapat fitur vc atau chat 6

R98:iya

R99: . Iya tentu saja karena adanya fitur video conference yang sangat dibutuhkan saat pembelajaran online ini

R100:iya

R101: Tentu aja karena dalam PJJ ini perlu adanya interaksi antar guru dan siswa dengan Microsoft Teams sangat membantu

R102:iya

R103:iya

R104:iya

R105: Iya memfasilitasi pembelajaran dikelas antara guru dan siswa yaitu terdapat kolom chat dan sebagainya

R106: Iya, komunikasi antara guru dan siswa bisa lewat vc atau chat

R107: . Tentunya sangat membantu tapi kurang efektif karena PJJ kurang bisa berkomunikasi langsung dengan guru

R108: iya

R109:sangat setuju

R110:setuju

R111: Iya cukup memfasilitasi

R112: Iya membantu memfasilitasi karena didalamnya terdapat fitur seperti vc, kolom kometar,dan lainnya

R113:saya netral

R114: Iya Microsoft Teams memfasilitasi interkasi antara guru dan siswa.

R115:iya

R116:iya

R117:iya

R118: Setuju siswa melakukan pembelajaran melalui video conference

R119: . Iya tapi menurut saya ribet karena harus pencet tombol microfon dulu baru ngomong

R120:iya

6. Is the material provided by the teacher through Microsoft Teams easy for students to access?

R1 : ya sangat mudah di akses

R2 : “Menurut saya materi yang diberikan guru melalui teams mudah di akses”

R3 : “Ya, dengan Microsoft teams materi yang diberikan oleh guru dapat diakses dengan mudah”

R4 : “Belum tentu karena terkadang ada beberapa file yang susah untuk di buka”

R5 : iya mudah

R6 : “Ya mudah diakses, karena biasanya guru memberikan materi melalui chat di teams dan mudah diakses oleh siswa”

R7 : “Menurut saya materi yang diberikan oleh guru melalui Microsoft teams dapat diunduh ataupun dapat diakses langsung melalui aplikasi teams sehingga sangat mudah untuk mengakses materi yang dibagikan oleh guru dan tidak ada halangan untuk mengaksesnya”

R8 : “Menurut saya materi yang diberikan oleh guru mudah diakses didalam Microsoft teams”

R9 : “Ya saya setuju”

R10 : Menurut saya materi yang dikirimkan oleh guru di Microsoft teams dapat dengan mudah diakses”

R11 : “Menurut saya Sangat mudah di akses, itu salah satu point plusnya dari Microsoft teams. Kalau materi itu gampang banget diakses kapanpun karena materi yang diupload oleh guru akan tetap disana dan tidak memberatkan penyimpanan di memori telephone”

R12 : ya mudah

R13 : “Saya setuju karena memang materi mudah diakses seperti PPT, Sharescreen dll. Hal itu memudahkan kita dalam memahami pelajaran yang telah disampaikan oleh guru dikelas”

- R14 : “Menurut saya mudah diakses karena tidak memerlukan konfirmasi ke dua. Tidak seperti google drive apabila ingin mengakses di google drive maka diperlukan konfirmasi terlebih dahulu”
- R15 : “Netral karena terkadang saya susah untuk membuka materi yang telah di bagikan oleh guru mealui Microsoft teams”
- R16 : “Materi yang diberikan oleh guru juga mudah diakses oleh siswa”
- R17 : “Ya, materi yang diberikan oleh guru muda diakses oleh siswa”
- R18 : “Menurut saya netral”
- R19 : “Ya, materi mudah sekali diakses oleh siswa”
- R20 : “Cukup mudah diakses kalau jaringannya mendukung”
- R21 : “Materi Microsoft teams itu mudah diakses tapi kembali lagi kepada laptop saya yang mudah sekali eror”
- R22 : “Ya mudah diakses”
- R23 : “Ya sangat setuju”
- R24 : “Setuju”
- R25 : setuju
- R26 : “Netral”
- R27 : “Materi Cukup mudah diakses tetapi terkadang sulit difahami oleh siswa karena saat pembelajaran jarak jauh banyak kendala yang dihadapi oleh siswa”
- R28 : “Menurut saya sangat mudah diakses, tapi yang terpenting adalah ketika kita sudah masuk kedalam kelas masing-masing maka kita dapat mengakses semua materi dari berbagai subjek pelajaran”
- R29 : “Menurut saya iya, karena melalui Microsoft teams, jika guru mengirim materi dalam bentuk apapun saya tinggal klik saja dan langsung muncul”
- R30 : “Microsoft teams juga mudah diakses untuk siswa dan guru”
- R31 : sangat mudah
- R32 : “Materi-materi yang diberikan oleh gur dimicrosoft teams mudah diakses”
- R33 : mudah diakses
- R34 : “Materi yang diberikan sangat mudah diakses oleh siswa”
- R35 : “Setuju”

- R36 : “Jawabannya adalah iya, karena materi yang di share dapat langsung dibuka, dan didownload oleh siswa”
- R37 : “Setuju”
- R38 : “Setuju”
- R39 : “menurut saya materi yang diunggah di Microsoft teams mudah diakses, hanya klik saja maka akan muncul materi pelajaran terkait”
- R40 : “saya setuju”
- R41 : “Iya mudah di akses karena materi yang dibutuhkan lebih mudah diakses”
- R42 : “Saya setuju”
- R43 : “Jika pendapat saya pribadi kurang membantu, karena terkadang di handphone saya tidak muncul notif namun semua kembali kepada kekuatan jaringan internet
- R44 : “Saya dapat mengatakan iya, pada dasarnya semua kembali lagi kepada siswa, bagaimana internet yang dimiliki siswa itu bagus atau tidak. Kemudian seberapa besar ukuran yang diberikan oleh guru itu juga mempengaruhi namun menurut saya Microsoft teams adalah aplikasi yang mudah diakses file nya oleh siswa”
- R45 : “Sangat mudah diakses oleh siswa”
- R46 : “Materi yang diberikan oleh guru mudah diakses dan mudah diunduh. Jadi kita bisa merasakan kemudahan dalam pembelajaran saat ini”
- R47 : “menurut saya mudah diakses karena siswa tidak perlu mendownload banyak aplikasi karena semua sudah tersedia di Microsoft teams”
- R48 : setuju
- R49 : “Menurut saya iya, karena saat guru membagikan materi, di Microsoft teams langsung ada pemberitahuan mengenai file materi dan kita bisa langsung bisa membukanya”
- R50 : “setuju”
- R51 : iya, mudah diakses
- R52 : “iya”
- R53 : “Menurut saya iya, karena ada tempat sendiri untuk membagikan materi dan juga ada fitur share screen yang mudah diakses oleh kami”

- R54 : “Iya, materi biasanya dibagikan melalui video converence atau bisa di letakkan di tempat file yang sudah tersedia di Microsoft teams lalu kami para siswa bisa membuka file atau mengunduh nya secar alangsung”
- R55 : “sangat setuju”
- R56 : “Iya sangat mudah, ketika guru mengirim materi kedalam microsoft teams, siswa sangat mudah mengaksesnya”
- R57 : “Iya sangat udah diakses materinya”
- R58 : “Menurut saya netral. Untuk alasanya sendiri Microsoft teams membantu saya memfasilitasi pembelajaran saya selama covid 19 ini”
- R59 : “Tentu saja sangat mudah diakses karena dengan mengakses materi di Microsoft teams siswa mudah membuka nya kapan pun”
- R60 : “Iya, karena saat guru menerangkan kita bisa membuka materi PPT yang sudah guru kirim di teams”
- R61: iya mudah
- R62: aya belum menemukan kesulitan dalam mengakses suatu hal dalam mec tems
- R63: ya mudah diakses
- R64: iya mic teems membantu saya dalam menyelesaikan tugas tugas saya, memudahkan saya menerima materi dari guru dan menurut saya aplikasi itu mudah untuk digunakan
- R65: . materi yang diberikan oleh guru mudah diakses dan mudah dipahami
- R66: Menurut saya dari Microsoft Teams itu membantu untuk pembelajaran
- R67: setuju
- R68: . mudah diakses, misal lewat share screen atau file trus dikirim. terimakasih
- R69: setuju
- R70: setuju
- R71: mudah
- R72: sangat mudah karena lancar dan terdengar dengan jelas namun beberapa sulit di signal
- R73: iya, karena materi guru dalam tems mudah diakses dan siswa bisa komentar.
Terimakasih

- R74: iya, karena materi guru mudah dipelajari mudah didownload saat ulangan dan penilaian selanjutnya
- R75: netral, terkadang materi yang diberikan oleh guru tidak dapat diakses
- R76: . Microsoft Teams sudah membantu memahami materi yang telah diberikan oleh guru dan mudah diakses secara gampang
- R77: Iya, karena lebih mudah saja
- R78:mudah diakses
- R79: . Mudah, saya jarang sekali menemukan materi yang susah diakses
- R80: Materi yang diberikan guru dalam bentuk dokumen mudah diakses namun pada saat live terkadang terkendala jaringan menjadikan materi sulit diterima
- R81: iya
- R82:iya
- R83:iya
- R84:iya
- R85: Sangat setuju
- R86: Setuju, sangat memudahkan memahami materi yang diberikan
- R87: Tergantung guru uploadnya dimana, kadang ada yang uploa tersembunyi. Tapi kalau di ruang terbuka ya gampang
- R88: . Iya sangat mudah untuk diakses
- R89: Mudah diakses tapi terkadang juga sulit karena terkadang butuh sinyal yang bagus untuk akses materi tersebut
- R90:iya
- R91: Materi yang diberikan oleh guru mudah untuk diakses, saya dapat membuka dan mendownloadnya kapan saja
- R92: Mudah diakses karena Microsoft Teams sangat simpel
- R93:iya
- R94:iya
- R95: . Iya karena materi yang diberikan mudah diakses karena sudah diberikan petunjuk penggunaan dan cara mengefektifitaskannya
- R96: Iya sangat mudah
- R97: Iya materi yang di upload bisa langsung dibuka tanpa harus mengotak-atik

R98: . Iya sangat mudah

R99: . Iya sangat mudah karena dapat dimudahkan melalui fitur berbagi tugas dan fitur donwload file sehingga bisa membuka kapan saja

R100:iya

R101: . Kurang setuju karena sering terkendala misalnya dari guru terkendala upload materi kadang gagal. Karena Microsoft Teams butuh sinyal yang kuat. Dari siswa juga seperti itu kadang terkendala sinyal dan lainnya

R102: Terdapat berbagai fitur untuk membagikan materi seperti link youtube dan sebagainya yang bisa murid akses dengan gampang

R103: iya

R104:iya

R105: Iya mudah diakses karena didalamnya file akan langsung muncul. Sangat efektif

R106: Sangat mudah karena setelah guru posting materi, siswa langsung bisa mengaksesnya

R107: Iya tentunya ada yang mudah dan ada yang sulit

R108: iya

R109:iya

R110:mudah

R111:sangat setuju

R112: Sangat mudah diakses

R113: Saya juga netral

R114: Materi yang diberikan sangat mudah diakses oleh siswa

R115: . Iya, Microsoft Teams memungkinkan guru dan siswa berinteraksi seperti saat bertemu langsung, Microsoft Teams menangani waktu dalam tugas tertentu

R116:iya

R117:iya

R118: Setuju karena guru memberikan file untuk dipelajari siswa

R119: Menurut saya iya, karena ngga gampang ilang dan bisa kesimpan. Soalnya kalau pakai WA suka tertimbun dan gampang ilang

R120: Materi yang diberikan dapat mudah diakses melalui tim yang telah dibuat, ada tim masing masing kelas membuat mudah mengakses materi yang diberikan oleh guru

