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SOCIAL STUDIES LEARNING USING MICROSOFT TEAMS APPLICATION: AN ATTEMPT TO IMPROVING STUDENT LEARNING OUTCOMES

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ABSTRACT

This research was conducted to improve student learning outcomes in social studies subjects, economic activity material taught using the Microsoft Teams application. This Classroom Action Research (PTK) was carried out on class VII A students at SMPI PB Soedirman Bekasi on economic activity material. The subjects in this research were 30 students of class VII A. The implementation of the Microsoft Teams application for Class Action Research activities was carried out in two cycles, where each cycle consisted of 2 meetings and 1 test. Each cycle consists of two meetings and one test, with one meeting lasting 2 x 40 minutes. The results of research in the first cycle using the Microsoft Teams application obtained student scores of 47%. In the second cycle, when using the Microsoft Team application, student results were 78%. In this way, student learning outcomes can improve after using the Microsoft Teams application.

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1. INTRODUCTION

Currently, technological developments can be felt in various areas of life. One of them is in the field of education. Previously, teachers could only teach in class if they had direct personal contact with students. However, there was a change in learning when the Covid 19 pandemic hit the world, especially Indonesia between 2020-2022. Teachers can meet face to face with students even from home with an online concept. By using various distance learning platforms or applications, one of which is Microsoft Teams. One of the schools that uses distance learning using the Microsoft Teams application is SMPI PB.Soedirman Bekasi.

After the pandemic ended and entered the New Normal period, students returned to meeting face to face in class. However, SMPI PB Soedirman Bekasi issued a policy to continue using the Microsoft Teams application in teaching and learning activities, especially in conducting Summative Assessments.

Microsoft Teams is an application that allows teachers to create fun virtual classes by combining conversations, content, and assignments. (Wirza & Ofianto, 2021) This platform is a Microsoft application that allows teachers and students to communicate, collaborate and carry out all learning activities anytime and anywhere via a connection to the Internet network. Microsoft has released Microsoft Teams for Education for teaching and learning. This platform is integrated directly with Microsoft 365 on teacher and student laptops, making it easier for teachers and students to manage schedules and send the documents they want to send. Microsoft Teams can be used as a medium to support independent learning and is equipped with features that can support student communication and collaboration, such as video conferencing, interactive whiteboards, and real document collaboration. time (Sitorus, 2021).

Microsoft Teams is a digital medium that enables teachers to create dynamic learning environments by bringing together conversations, content, assignments, and applications in one place. Microsoft's goal is to provide

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a distance learning experience that is as personal, engaging, and socially connected as classroom learning. Microsoft Teams allows students and teachers to stay in touch and help each other through chat, and Live Meeting gives them the feeling of meeting in person. Assignments allow teachers to track students' daily work progress. And just like in the classroom, teachers can use apps and features in Teams to support the way they work (Office 365 Teams, 2020).

Figure 1. Initial class view in Microsoft Teams for Education

Research regarding the use of the Microsoft Teams application in learning has been carried out, including (Adi, 2020) with the title "Microsoft Teams for Education as an interactive learning medium to increase interest in learning." The results of the research show that overall the interest in learning of students who take part in learning using Microsoft Teams for Education is in the “Very Good” category. Then there was another research written by Pradana in 2021 with the title "The Effect of Using Learning Videos via Microsoft Teams on Learning Outcomes in Audio Video Processing". This research uses quasi experimental research methods. The research results show that the test results show a significant influence from the use of learning videos via Microsoft Teams as a learning medium on learning outcomes in the Audio Video Processing subject in class XII Multimedia at SMKN 1 Pringapus. This significant effect is indicated by the average learning outcomes of the experimental class being better and there being a significant difference when compared with the average learning outcomes of the control class.

Meanwhile (Priyadi, 2024) entitled "Experimentation of Blended Learning Assisted by Microsoft Teams on Motivation and Learning Achievement in Applied Mathematics" in the results of his research it was concluded that student learning motivation in the blended learning model using Microsoft Teams was better than student learning motivation in learning. blended learning that uses WhatsApp groups and students' applied mathematics learning achievement in the blended learning model that uses Microsoft Teams is better than student learning achievement.

Research regarding efforts to improve students' social studies learning outcomes using the Microsoft Teams application has never been carried out, so researchers feel interested in conducting this research. The learning conditions at SMPI PB Soedirman Bekasi are quite conducive but there are obstacles in social studies learning where students' social studies learning results experienced a decline after the Covid 19 pandemic and had to switch to online learning at home with a score of less than 75 with the average score of students in semester II 2022-2022 academic year is 65. After returning to normal, face-to-face learning in school classes continues to use the Microsoft Teams application. Based on the researcher's observations from interviews with students, an initial hypothesis was obtained that the factor causing the decline in learning outcomes was due to students' lack of focus in using the Microsoft Teams application at home due to lack of supervision. With teacher supervision during blended learning at school, it is hoped that student learning outcomes in social studies subjects can be further improved above the criteria set by the school of above ≥ 75.

Based on the background of the problem above, with the above problems, the researcher feels it is necessary to conduct classroom action research, namely improving social studies learning outcomes for class VII A students at SMPI PB Soedirman Bekasi regarding economic activities in the new normal era after the Covid-19 pandemic.

With the Microsoft Teams application. There are two problem formulations in this research, namely: (1) How is the application of the Microsoft Teams application for class VII A students at SMPI PB Soedirman Bekasi on economic activity material in the new normal era after the Covid-19 pandemic? (2) Can using the Microsoft Teams application during the New Normal period after the Covid-19 pandemic improve the learning outcomes of class VII A students at SMPI PB Soedirman Bekasi on economic activity material?

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2. METHOD

This research is action research because it was carried out to solve a learning problem in the classroom. This research also includes descriptive research to explain how learning techniques are used and how the desired results can be achieved. In this action research, teachers are used as researchers and they are fully responsible for this research. The main aim of this action research is to improve learning outcomes in the classroom using the Microsoft Teams application by fully involving teachers in research, starting from planning, action, observation and reflection. In this research the researcher did not collaborate with anyone, the researcher was present as a permanent class teacher, and the research was carried out as usual so that students did not know that they were being researched. In this way, it is hoped that the data can be as objective as possible regarding the validity of the data required. (Fauziah, 2022)

In this research the researcher did not collaborate with anyone, the presence of the researcher as a teacher in the class was a permanent teacher, and was carried out as usual; This research was carried out at SMPI PB Soedirman Bekasi with 2 class VII study groups (rombel), namely class VII A and class VII B . Meanwhile, the research subjects were class VIIA students, with a total of 30 students.

The flow of the classroom action research carried out can be seen in the cycle image below:

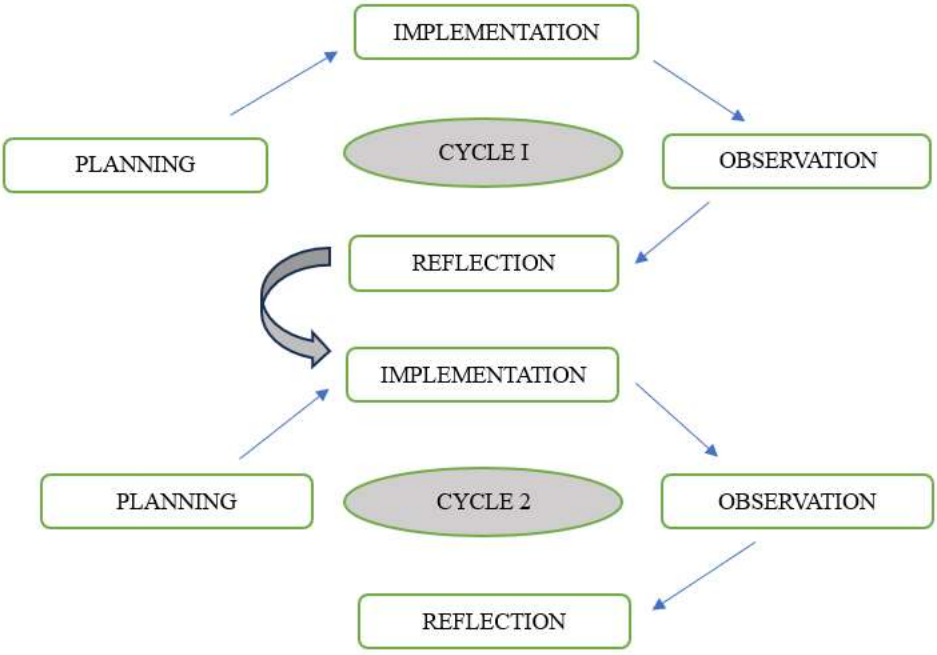

Figure 2: Classroom Action Research Cycle

The explanation of the process above is as follows:

1. First Draft/Plan: Before starting the research, the researcher formulates the problem and objectives and makes an action plan containing research and learning tools.
2. Activities and observations: This includes actions carried out by researchers in an effort to increase students' conceptual understanding as well as observing the results and impacts of applying empirical model learning methods.
3. Reflection: The researcher examines, examines and considers the results or consequences of the actions taken based on the completed observation form.
4. Revise the draft/plan: Based on the results of the observers' discussions, we will make changes to be implemented in the next cycle, namely Cycle II 1 and Cycle II. (Fauziah, 2022)

Observations are divided into two cycles, namely Cycle I and Cycle II, each cycle receiving the same treatment (the same series of activities), discussion of subtopics, and ending with a formative test at the end of each round. This will be carried out in two cycles and aims to improve the education system implemented. Using the Microsoft Teams application will be the best solution to overcome this problem because students can get a study account and use it to access Microsoft Teams Meet. The Microsoft Teams app is also easy

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used because students need to install the Microsoft Teams application on their cellphones by downloading it online via the Play Store. Apart from installing the application, students can also open Microsoft Teams via the Google Chrome browser to make searching easier. The research schedule will begin on February 12, 2024, and continue until completion. The schedule for implementing activities will be as shown in the table below:

Table 1. Research Schedule

Cycle	Date	Activity	Total Duration
I	12- 2- 2024 Meeting I	Provide material on economic activities with sharescreen in the Microsoft Teams application (15 minutes) – Q&A(10 minutes) – Quiz (15 minutes)	40 minutes
	13 – 2 – 2024 Meeting II	Provide material on economic activities with sharescreen in the Microsoft Teams application (15 minutes) – Q&A(10minutes) – Quiz (15 minutes)	40 minutes
	19 – 2- 2024 Meeting III	Test I (multiple choice questions in microsoft teams application)	40 minutes
II	20 - 2- 2024 Meeting I	Provide material on economic activities with sharescreen in the Microsoft Teams application (15 minutes) – Q&A(10minutes) – Quiz (15 minutes)	40 minutes
	26 – 2 – 2024 Meeting II	Provide material on economic activities with sharescreen in the Microsoft Teams application (15 minutes) – Q&A(10minutes) – Quiz (15 minutes)	40 minutes
	27 – 2- 2024 Meeting III	Test I (multiple choice questions in microsoft teams application)	40 minutes

This research consisted of 2 cycles, where the first cycle held three meetings, two times providing material via the Microsoft Teams application and the third meeting closed with an assessment using multiple choice questions uploaded to the Microsoft Teams application. Then the second cycle also consisted of three meetings with the same pattern as in the first cycle.

Cycle I

Learning activities in the first cycle were carried out in two meetings and the third meeting ended with an assessment using the Microsoft Teams application. The material taught in cycle I is production activities and use values at the first meeting. The material taught is in accordance with the teaching module created by the researcher with a meeting duration of 2 x 40 minutes. The research was carried out using the Microsoft Teams application where students joined meetings in virtual classes with the accounts that each student had. Providing material via sharescreen in virtual classes at the same time students can also copy material from researchers in each student's account storage.

Even though students are present offline in class, their presence in the virtual room also trains students to remain accustomed to digital learning post-pandemic. Researchers deliver material using PPT and provide video presentations via the screen sharing feature in the Microsoft Teams application. After the material is given, a question and answer discussion is then held with the students by clicking on the raise hand feature in the Microsoft Teams application. Questions are asked by speaking directly or asking questions by typing in the comments column. This makes the learning situation more conducive because students focus on their respective

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gadgets or digital devices.

After completing two meetings, students will be given an assessment at the third meeting in the form of multiple choice with 25 questions which students will upload and complete via the Microsoft Teams application. With grades that can be known immediately after students have finished working and pressed the submit button.

Cycle II

Learning in the second cycle was carried out in two meetings using the Microsoft Teams application and the third meeting ended with an assessment. The material taught is distribution activities and consumption activities. The implementation of learning activities in the second cycle was not much different from the implementation in the first cycle, there was even an increase in the second cycle in terms of interest and motivation to learn even though it was carried out in a mixed virtual and face-to-face model, but students remained focused on learning using the Microsoft Teams application.

For data analysis, researchers processed student learning outcomes data based on the results of learning assessments in the first and second cycles. The success of this research is determined by whether or not students complete the assessment given by the researcher in both cycle I and cycle II. Students are said to have improved if they get a score ≥ 75 according to the Learning Goal Achievement Criteria (KKTP) which has been determined by the SMPI PB.Soedirman Bekasi school.

The advantage of the Microsoft Teams application is that the teacher as the assessor is given the convenience of knowing the score results automatically right away or in real time after the student presses the submit button to indicate they have finished taking the exam or test. With the formula:

$$\frac{\text{The question is correct}}{\text{Number of questions}} x100\% = Value$$

The results of calculating student percentages can be expressed using assessment categories as written by Arikunto (2015: 245) in the table below:

Table 2. Criteria for assessing learning outcomes

Score	Assesment Category
80 – 100	Very good
66 -79	Good
40 – 65	Enough
≤ 39	Fail

The formula for calculating the increase in learning outcomes can be written as follows
P2-1 = P2 - P1
Information
P2-1: Improved learning outcomes
P2: Percentage of students who complete learning outcomes in cycle II
P1: Percentage of students who complete learning outcomes in cycle I

3. RESULTS AND DISCUSSION

After taking action in cycle I, several findings were obtained, namely that at the first meeting there were problems when using the Microsoft Teams application, namely that students were not paying attention and chatting with their own friends because they were embarrassed to ask the teacher, so they asked each other how to open the document given by the researcher in the Microsoft Teams application. . Then students open the Microsoft Teams application and read the references provided by the teacher and view YouTube shows uploaded in the Virtual class in the Microsoft Teams application. After the teacher provided material regarding production activities, he then held a question and answer discussion with the students, but the students in cycle I were not enthusiastic about asking questions during the discussion. Then the researcher continued by giving a quiz which was uploaded to the Microsoft Teams application. The obstacles at the first meeting had been resolved at the second meeting, as shown by the reduction in students chatting with their friends and students' activeness in discussing and answering quizzes uploaded to the Microsoft Teams application which had begun to appear, although not yet very significant.

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Student learning outcomes in Test I in cycle I are presented in table 3 below:

Table 3. Student learning outcomes in Test I in cycle I

Number	Student's name	Score Value	Is	
1	FK	84	Enrichment	
2	LRA	72		Remedial
3	AND	60		Remedial
4	MIH	80	Enrichment	
5	MRI	66		Remedial
6	MDM	78	Enrichment	
7	MF	84	Enrichment	
8	IMF	76	Enrichment	
9	SERVANT	58		Remedial
10	MNM	60		Remedial
11	ME	64		Remedial
12	NAP	90	Enrichment	
14	NAS	78	Enrichment	
15	NAB	78	Enrichment	
16	NBUT	60		Remedial
17	NF	70		Remedial
18	NT	70		Remedial
19	PMN	68		Remedial
20	RR	68		Remedial
21	RI	76	Enrichment	
22	RR	60		Remedial
23	RIY	52		Remedial
24	RR	80	Enrichment	
25	DA	84	Enrichment	
26	SN	60		Remedial

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27	on	52		Remedial
28	SNA	88	Enrichment	
29	WAH	84	Enrichment	
30	ZMA	52		Remedial
Grade Average		**70**	14	16
Percentage			**47%**	
Category : Enough				

After the first and second meetings were completed, the researcher carried out the third meeting by giving a test or assessment which was uploaded to the Microsoft Teams application in the form of multiple choice questions of 25 questions and the results could be known immediately after the students pressed the submit button and the test results showed that the students' learning outcomes had not yet reached completeness. The number of schools determined is ≤ 75 with 14 students who have completed and 16 students who have not completed. The learning outcomes of students who have not yet completed are 53% more than the number of students who have completed, namely 47%.

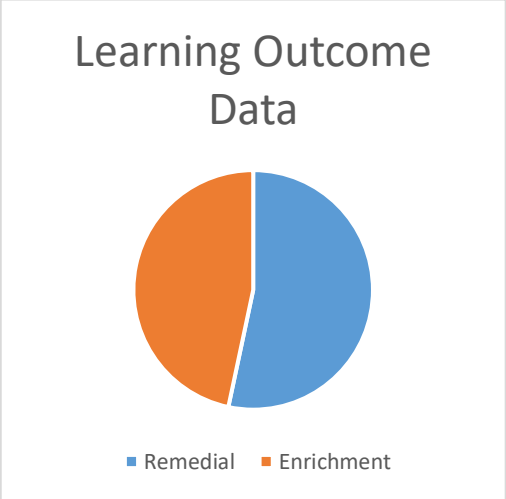

Figure 3. Completeness data on cycle I learning outcomes

In the implementation of Cycle II, the obstacles that occurred in Cycle I were resolved so that teaching and learning activities run smoothly and student enthusiasm increases. This matter shown by the attitude of students who are more focused in listening to the teacher explaining material and no more students chatting with other students. Then during the discussion ask jStudents are also more active in providing comments in the comments column in the application Microsoft Teams. There was also an increase in students' speed in completing the quiz uploaded by researchers to the Microsoft Teams application. After the first and second meetings on In cycle II, a test or assessment is carried out at the third meeting with a total of 25 questions pmultiple choice. Test result data in cycle II can be presented in table 4 below:

Table 4. Test result data in cycle II

Number	Student's name	Score Value	Is	
1	FK	95	Enrichment	
2	LRA	80	Enrichment	

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3	AND	64		Remedial
4	MIH	84	Enrichment	
5	MRI	72		Remedial
6	MDM	84	Enrichment	
7	MF	86	Enrichment	
8	IMF	80	Enrichment	
9	SERVANT	80	Enrichment	
10	MNM	84	Enrichment	
11	ME	70		Remedial
12	NAP	90	Enrichment	
14	NAS	80	Enrichment	
15	NAB	78	Enrichment	
16	NBUT	60		Remedial
17	NF	78	Enrichment	
18	NT	80	Enrichment	
19	PMN	76	Enrichment	
20	RR	80	Enrichment	
21	RI	76	Enrichment	
22	RR	60		Remedial
23	RIY	56		Remedial
24	RR	84	Enrichment	
25	DA	86	Enrichment	
26	SN	80	Enrichment	
27	on	80	Enrichment	
28	SNA	90	Enrichment	
29	WAH	80	Enrichment	
30	ZMA	60		Remedial
Grade Average		**78**	23	**7**

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Percentage		**78%**
Category : Good		

After the first and second meetings were completed, the researcher carried out the third meeting by giving a test or assessment which was uploaded to the Microsoft Teams application in the form of multiple choice questions totaling 25 questions and the results could be known immediately after the students pressed the submit button and the test results showed that the students' learning outcomes had achieved achievement results. The schools determined were ≤ 75 with 18 completed students and 12 students who had not completed. The learning outcomes of students who have not yet completed are 60% more than the number of students who have completed, namely 40%.

Student Learning Outcomes Diagram in cycle II

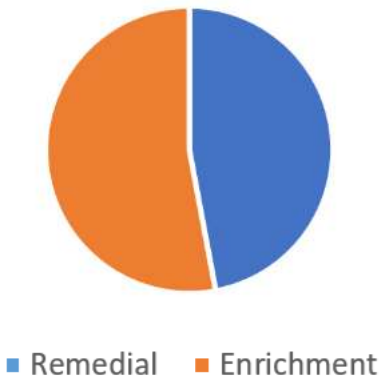

Figure 4. Completeness data on cycle II learning outcomes

Comparing cycle I and cycle II based on the completeness of learning outcomes, data was obtained as in the table below:

Table 5. Comparison of Student Learning Outcomes in Cycles I and II

Comparative analysis	Cycle I	Cycle II
Number of students who did not complete	14	16
Number of students who completed	23	7
Percentage of students who complete	**47 %**	**78 %**
Percentage increase in classical completeness	**29**	

Based on the results, the percentage of completeness of student learning outcomes in cycle I was 47% and cycle II amounted to 76%, there was an increase in learning outcomes by 29%. This increase occurred due to Students are more conducive to learning activities when researchers explain and upload material pThere is a Microsoft Teams application that almost all students listen to and provide comments through The Microsoft Teams application was then discussed together during the discussion. Then when implementing The test that researchers uploaded to the Microsoft Teams application, students did well without commit fraudulent actions by opening another application.

4. CONCLUSION

By paying attention to the research results and discussion above, it can be concluded that: Classroom Action Research carried out at SMPI PB Soedirman Bekasi includes: (1) Social studies learning using the Microsoft Teams application on Post-Economic Activities material The Covid 19 pandemic is still a solution in providing a choice of learning methods because of methods bLended learning is relatively easy for teachers and students to do who have supporting facilities plaptop, tablet or cellphone devices, (2) implementing learning by using The Microsoft Teams application at SMPI PB Soedirman can improve student learning outcomes by The

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questions are uploaded to the Microsoft Teams application and the results can be known immediately to students pressing the submit button. With learning outcomes in cycle I of 47% then in cycle II this occurred pincreased learning outcomes by 76%. So that there is a classical completeness of 29% stated that this learning was declared successful.

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