USE OF OFFICE 365 MEDIA FOR EDUCATION AND WEB BLOG AS ALTERNATIVES FOR NETWORK LEARNING

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ABSTRACT

This study aims to describe the learning process with the Whatshap Application, Office 365 for Education, and Web Blog, as well as the difficulties experienced by teachers and students while learning. This research is an experimental method with a sample population of eighth grade students of SMP Negeri 3 Rongga amounting to 30 people. Data collection was carried out using obesity and test techniques. The instrument used was the microsoft form questionnaire sheet and the question sheet with multiple choice forms. Research validation was tested with external validity. Data analysis techniques were used to analyze learning success using SPSS. The results of this study are 1) Learning with Whatshap, Office 365 for Education, and Web Blog begins with the creation of Whatsapp Group student account registration in Office 356 For Education, Download and installation of Microsoft Team applications needed in the student apparatus, implementation of learning, and evaluation with microsoft form 2) Difficulties felt by students when online learning is the average student feels difficulty in using applications.

Keywords: whatsapp, office 365 for education, web blog, online learning

ABSTRAK

Penelitian ini bertujuan menguraikan proses pembelajaran dengan Aplikasi *Whatshap*, *Office 365 for Education*, dan *Web Blog,* serta kesulitan-kesulitan yang dialami guru dan siswa saaat pembelajaran. Metode penelitian yang digunakan adalah eksperimen dengan dengan populasi sampel siswa kelas VII SMP Negeri 3 Rongga berjumlah 30 orang. Pengumpulan data dilakukan dengan teknik obesvasi dan tes. Instrumen yang digunakan adalah lembar angket *microsoft form* dan lembar soal dengan bentuk pilihan ganda. Validasi penelitian diuji dengan validitas eksternal Teknik analisis data digunakan untuk menganailis keberhasilan pembelajaran dengan menggunakan SPSS. Hasil penelitian ini adalah 1) Pembelajaran dengan *Whatshap*, *Office 365 for Education*, dan *Web Blog* diawali dengan pembuatan *Whatsapp Grup* pendaftaran akun siswa di Office 356 For Education, Pengunduhan dan Pemasangan aplikasi *Microsoft Team* yang dibutuhkan di gawai siswa, pelaksanaan pembelajaran, serta evaluasi dengan *microsoft form* 2) Kesulitan yang dirasakan siswa pada saat pembelajaran daring adalah rata-rata siswa merasa kesulitan dalam penggunaan aplikasi.

Kata Kunci: *whatsapp, office 365, education, web blog, pembelajaran daring*

INTRODUCTION

The impact of the Covid-19 pandemic has changed various aspects of the order of life. Starting from economic, social, and even education. One of the effects of the Covid-19 pandemic in the world of education is the change in teaching and learning strategies. Advances in information and communication technology require us not to be silent, because technology allows teachers and students to communicate with each other either synchronously or asynchronously, in pairs or groups anywhere at any time by exceeding time and location limits, (Bates & Sangra, 2011). In general, online instruction can provide many benefits, including flexibility, ease of access, independence, ease of

interaction, multimedia, cost-effectiveness of learning everywhere, convenience, and student-centeredness (Moore & Anderson, 2007).

There are many methods and media that can be used in distance learning. Starting from Whatsapp , Telegram , Google Classroom, Microsoft team (Office 365 For Education), and Web Blog . This depends on the readiness and facilities of teachers and students. This research is motivated by the researcher's curiosity about Whatsapp media , Office 365 For Education and web blogs . Of course, effective learning is coveted by both teachers and students, even though this learning is carried out online. One way for effective learning is the use of technology such as Whatshap. Office 365 For Education and Web Blog.SMPN 3 Rongga West Bandung Regency with various limited facilities owned by students, as well as unstable internet connections, trying to implement Whatsapp Group -based learning and Web Blogs and Office 365 For Education . The selection of these media is not without reason. There are several things to consider, namely.

The selection of Whatsapp Group as a medium is very helpful as a means of instant and easy communication between students and students and students and teachers because almost all students have Whatsapp. The web blog was chosen as the media because the author also has a blog affiliated with the school, namely http://yayan.smpn3rongga.sch.id/. Office 356 For Education was also chosen because the prayers for smpn3rongga.sch.id were hosted at Office 356 For Education. Apart from that, there are cellular operators that are widely used by students who offer two gigabytes of free quota per day.
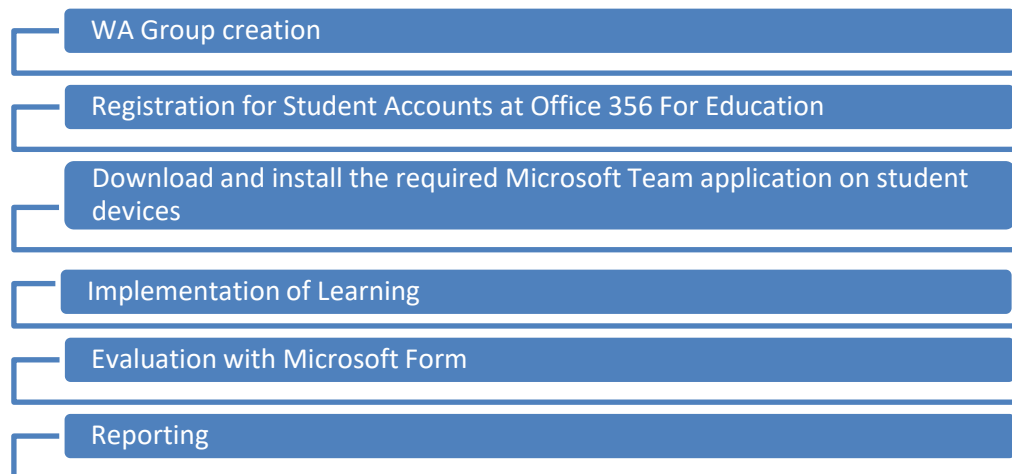
Referring to the background that has been described, the problem formulations in this study are: 1) How is learning in Office 365 For Education used in distance learning ?, 2) What are the difficulties students experience when using features in Office 365 For Education in learning long distance? Based on the above problems, the objectives of this study are 1) to find out how to learn in Office 365 For Education in distance learning, 2) to find out the difficulties experienced by students when using features in Office 365 For Education in distance learning.

Research on learning with ICT as an alternative to distance learning has been carried out by many other researchers, including (Sudarmoyo, 2018) conducting research on the Use of Sway Applications (one of the features of Office 365 For Education), for

Learning Media, (Adhi Susilo & Suhardi, 2018). research "Utilization of Moodle and Office-365 Features and Facilities to Improve the Quality of Learning in Online Tutorials", and (Pradja & Baist, 2019), in their research "Qualitative Analysis of Using Microsoft Teams in Online Collaborative Learning". Meanwhile (Handayani et al., 2020) used office 365 for education for e-learning training for Teachers and Students of Madrasah Aliyah Negeri 1 Semarang. While blog-based learning, among others (Sulistiyowati, 2011) conducted research on the role of blogs as a learning medium in madrasah ibtidaiyah, (Alif, Rizki, Wasisto, & Doso, 2014) conducted a study "Development of Blog-Based Learning Media in Class XI Student Nervous System Materials" and Sari, Hudiyono, & Soe'oed, (2017) with their research "Development of blog media in learning to write anecdotal texts in class X SMA students". On the other hand, Utomo (2018) conducted a research study with Whatsapp with the title "Utilization of the Whatsapp Application in Problem-Based Learning for International Accounting Courses at PGRI Madiun University". All of these studies show that the features of the Office 365 For Education Web Blog, and Whatsapp can be used effectively in online learning.

METHODS

This research is an experimental method. In quantitative research, data assessment can be done in the form of brief descriptions, graphs, relationships between categories, flowcharts, and the like. Descriptive statistics are statistics that are used to analyze data by describing or collecting data because they do not intend to make generalized or generalized conclusions (Sugiyono, 2011). The research flow is described as follows.

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┌─ WA Group creation
│
├─ Registration for Student Accounts at Office 356 For Education
│
├─ Download and install the required Microsoft Team application on student
│  devices
│
├─ Implementation of Learning
│
├─ Evaluation with Microsoft Form
│
└─ Reporting
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Data collection was done by using a questionnaire method and using tests. The observation method is an attempt to collect data that is carried out systematically (Arikunto, 2013). In addition to observation, data collection uses test results. Data collection was carried out to determine the difficulties and obstacles faced. The population of the research subject was class VII SMP Negeri 3 Rongga West Bandung Regency. The research sample was 30 students. The instrument used to determine difficulties, responses to online learning and the obstacles faced is a questionnaire sheet made with Microsoft Form. Meanwhile, to test the success of this study, a multiple choice question sheet was made in the Microsoft Form.

RESULTS AND DISCUSSION

Results

Scenarios of Online Learning Conducted by Teachers

Writing letters is one of the competencies that grade 7 students must master. Competency in writing letters consists of writing personal letters and official letters. The design of this online learning starts with the creation of a Whatsapp Group. Whatsapp Group was chosen because one of the cloud communications that can be done between teachers and students is W hatsapp. After the Whatsapp Group is formed, the next step is to create an Office 365 For Education account. This account was created as a prerequisite for students to use applications in Office 365 for education. The complete stages of this learning are as follows.

The 1st meeting is the preparation stage, student given the task of installing applications microsoft team and sign in using the account has been created for teachers.

The 2nd meeting material was given, namely writing a personal letter. Learning is carried out by students accessing the material available at https://yayan.smpn3rongga.sch.id /2020/04/surat-pribadi.html. If there are students who do not understand the material presented, they can ask questions on the Microsoft team. Other students can respond or refute it.

In the 3rd meeting, the material presented was writing official letters. Similarly on the 2nd material, the material bo ga was first accessing the link provided is https://yayan.smpn3rongga.sch.id/2020/04/surat-dinas.html, then students discussed in Microsoft team and work duty.

The 4th meeting is sending email or electronic mail. The material can be accessed by students via https://yayan.smpn3rongga.sch.id/2020/04/cara-berkirim-emailsurel.html. After studying the material , students do the task, namely sending surek to the teacher.

At the evaluation stage students work on a number of questions made with Microsoft Form. The test can be accessed on the blog page, namely: https://yayan.smpn3rongga.sch.id /2020/04/ulang-bahasa-indonesia.html.

Difficulties experienced by students and teachers when implementing online learning

The level of difficulty experienced by students and teachers can be described in the following diagram.

Diagram 1 Level of Difficulty Experienced by Students and Teachers
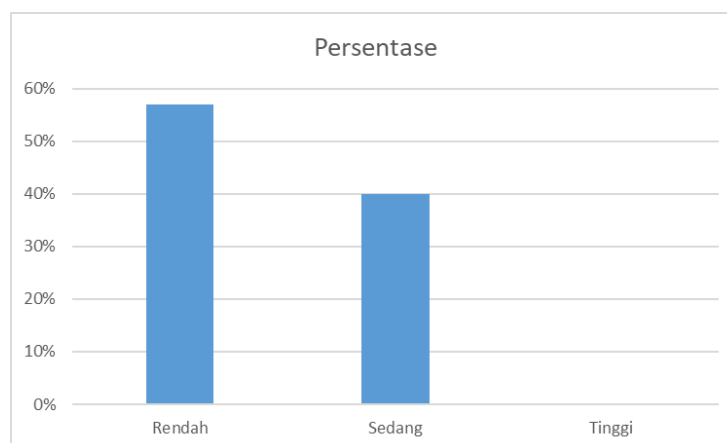
From the data above, it can be seen the difficulties experienced by students and teachers. The difficulty is 57% categorized as low and 43% is categorized as moderate. The difficulty experienced by the teacher lies in coordinating students to join the team. This is because students are not online all the time because they may have limited internet quota. But it can be resolved once everything is online, and all students can enter the team.

The Obstacles Encountered Teachers and Students When Learning Online

The results of student responses to the constraints faced can be described in the following diagram

Diagram 2 Results of Student Responses to the Constraints Faced
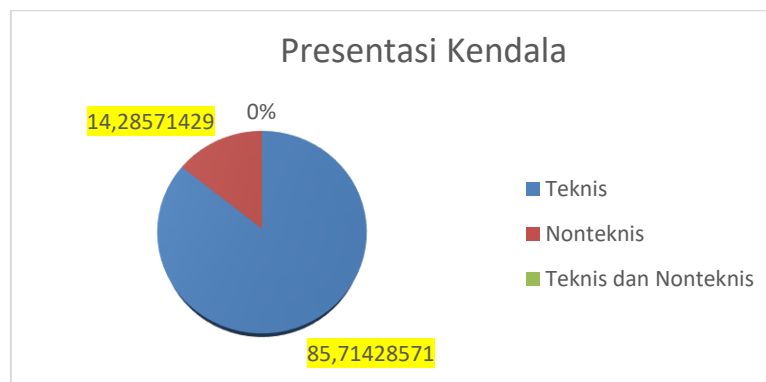
From the tables and diagrams it can be seen that 86% of the obstacles experienced by students are technical constraints and the rest are non-technical constraints. This can be understood because students are using the application for the first time so they have to adapt to the application used. Apart from that, the technical problems that arise are also from unsupportive signals. This is indeed an obstacle that cannot be ignored because Online learning really requires a stable internet network.

Table 1 Result of the Task Analysis

Meeting To	Theory	Types of Assigned Tasks
1	Preparation	Download the application and enter the application based on the given account
2	Write a personal letter	The task of making a personal letter written on paper. Then the students took a photo and sent it to the Microsoft team
3	Writing official letters	Students complete the official letter in the format provided.
4	Send an email	Students compose an email that is sent directly to the teacher

5	Evaluation	Students work on the evaluation that has been provided

Table 2 Recapitulation of Student Assignment Values

Student Sort No.	Assignment Value					Average	Student Ability Criteria based on Task Value (Checklist)			
	T1	T2	T3	T4	T5		Very good	Good	Moderate	Less
1	90	90	95	90	90	91	√			
2	85	70	80	80	85	80		√		
3	80	80	80	80	85	81		√		
4	76	75	90	85	85	82		√		
5	75	75	75	60	75	72			√	
6	85	77	80	65	80	77			√	
7	77	75	90	85	85	82		√		
8	75	75	75	70	65	72			√	
9	75	70	75	70	65	71			√	
10	75	70	70	70	70	71			√	
11	60	80	65	76	70	70				√
12	65	80	65	75	70	71			√	
13	65	75	70	75	76	72			√	
14	70	65	76	75	80	73			√	
15	85	70	80	80	80	79		√		
16	60	70	80	80	65	71			√	
17	65	76	75	80	65	72			√	
18	70	75	65	76	70	71			√	
19	70	70	70	75	70	71			√	
20	75	70	70	70	70	71			√	
21	85	76	80	70	80	78		√		
22	85	75	80	70	80	78		√		
23	80	75	80	90	95	84		√		
24	90	90	95	95	95	93	√			
25	85	65	70	75	70	73			√	
26	75	70	70	80	70	73			√	
27	80	90	95	95	95	91	√			
28	80	70	80	90	95	83		√		
29	85	76	90	70	90	82		√		
30	85	80	80	75	80	80		√		

Criteria:

1 = Less (> 70)   2 = Medium (71-80)   3 = Good (81-90)   4 = Very Good (91-100)

Based on the average value of assignments and evaluations given by the teacher , the following data are produced:

1. Central Symptom Size

N indicates the number of respondents, namely 30 students and all of them are valid. The size of the spread of the data from the data that is as follows:

The mean (average) was 77.17. The most frequent or median data was 75.00. Meanwhile, the middle mode or data after the data is sorted (Mo) is 71.

2. Layout Size

From the data, it can be seen that the quartile, decile and percentile of the students' mean score. These values are as follows:

Quartile is the division of data into 4 equal parts after being sorted: K1 = 71.00, K2 = 75.00, and K3 = 82.00

In addition to the quartile, it can also be seen the size of the location of the data based on deciles and percentiles. The deciles of the data are D1: 70.00, D2: 70.00, D3: 70.00, D4: 70.24, D5: 70.55, D6: 70.86, D7: 71.00, D8: 71 , 00 and D9: 71.00, likewise the percentile can be found easily, for example P90, the value is 90.30

3. Spread Size

From the SPSS data, it can be seen that the data range is 23, the inter-quartile range is 5 standard deviations or the standard deviation is known to be 6.685 and the variance is 44.695 Std. The error of Skewness is 6.685

From the results of these statistical calculations it can be concluded that learning using Online Learning Combined with *Whatshapp, Office 365 For Education* and *Web Blog is* complete.

Discussion

Use of Office 365 Media for Education and Web Blogs as an Alternative to Online Learning at SMPN 3 Rongga was held in four meetings. The first meeting is the preparation stage, the second meeting is writing personal letters, the third meeting is writing official letters. while the fourth meeting is sending emails. This learning can be carried out thoroughly. This completeness cannot be separated from the obstacles and difficulties faced by both teachers and students. The difficulty experienced by the teacher lies in coordinating students to join the team. This is because students are not online all the time because they may have limited internet quota. But it can be resolved once everything is online, and all students can enter the team.

Meanwhile, the obstacles faced were technical and non-technical ones. The technical obstacle referred to is the use of applications that must be installed on the device. Meanwhile, the non-technical problem that arises is unstable signal strength.

CONCLUSION

The learning steps carried out in online learning are first conditioning students to be able to participate in learning. The next step is p Installation application microsoft team at HP students who continued with the creation of teaching materials in Microsoft team and blogs. After the teaching material has been made, the teacher makes an assignment on the Microsoft Team to study the material that has been made and to do the exercises in the assignment. The last step taken is giving an evaluation.

The difficulty that students feel during online learning is that students find it difficult to use the application on average. It berdam p ak on teachers who coordinate students' difficulties in learning. This difficulty is understandable because students are using the application for the first time. Most of the problems faced are technical problems such as signals, quotas and applications that are difficult to access due to the slow internet network.

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