



# Application of Microsoft Teams Applications in History Learning

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## ABSTRAK

Aplikasi Microsoft Teams merupakan salah satu aplikasi pembelajaran yang dapat diterapkan pada pembelajaran jarak jauh secara daring di masa pandemi covid-19, dengan adanya aplikasi pembelajaran Microsoft Teams, guru dapat meningkatkan minat/motivasi siswa dalam belajar selama di rumah. Penelitian ini bertujuan untuk menganalisis pelaksanaan pembelajaran sejarah, penerapan aplikasi Microsoft Teams, dan kendala yang dihadapi guru sejarah menggunakan aplikasi Microsoft Teams dalam pembelajaran sejarah. Jenis penelitian ini menggunakan penelitian kualitatif dengan pendekatan studi kasus. Subyek dalam penelitian ini adalah 1 guru sejarah dan 5 siswa kelas XII IPS 5 yang pembelajarannya dilakukan melalui aplikasi Microsoft Teams. Uji coba penelitian ini dilakukan di kelas XII IPS 5 dengan jumlah siswa 35 orang. Metode pengumpulan data menggunakan wawancara, observasi dan catat. Analisis data yang digunakan adalah Analisis Interaktif model Miles dan Huberman. Hasil penelitian menunjukkan bahwa pembelajaran sejarah pada pembelajaran jarak jauh dengan menggunakan aplikasi Microsoft Teams masih dapat berjalan lancar, namun kondisi ini juga dapat mempengaruhi interaksi guru dan siswa dalam pembelajaran. Guru sudah dapat menerapkan aplikasi Microsoft Teams dalam pembelajaran karena terdapat media yang mendukung guru selama pembelajaran daring, media pembelajaran yang dimaksud adalah meteran, kuis, padlet dan ruang kelompok. Kendala yang dihadapi guru dalam pembelajaran sejarah dengan mengimplementasikan aplikasi Microsoft Teams terutama pada jaringan internet sehingga siswa cukup pasif dalam melaksanakan pembelajaran sejarah.

## ABSTRACT

The Microsoft Teams application is one of the learning applications that can be applied to online distance learning during the covid-19 pandemic, with the application of the Microsoft Teams learning application, teachers can increase students' interest/motivation in learning while they are at home. This study aims to analyze the implementation of history learning, the application of the Microsoft Teams application, and the obstacles encountered by history teachers using the Microsoft Teams application in learning history. This type of research uses qualitative research with a case study approach. The subjects in this study were 1 history teacher and 5 students in class XII IPS 5 whose learning was done through the Microsoft Teams application. The trial of this research was in class XII IPS 5 with 35 students. Data collection methods used interviews, observations and take notes. Analysis of the data used is the Analysis Interactive model of Miles and Huberman. The results showed that learning history during distance learning using the Microsoft Teams application can still run smoothly, but this condition can also affect the interaction of teachers and students in learning. The teacher has been able to apply the Microsoft Teams application in learning because there are media that support the teacher during online learning, the learning media in question are the meter, quiz, padlet and group room. The obstacles encountered by the teacher in learning history by implementing the Microsoft Teams application were mainly on the internet network so that students were quite passive in carrying out history learning.

## 1. INTRODUCTION

Corona virus disease (Covid-19) in 2019 affects the whole world. Wuhan, in central China, is the country's seventh largest province with a population of 11 million people (Biomedika, 2020; Yang et al., 2020). These characteristics have brought drastic changes in various sectors, including the economy, politics, tourism and education (Abidin et al., 2020; Herliandry et al., 2020). The Minister of Education and Culture coordinates learning through an online system or online through learning media (Mazid et al., 2021; Pakpahan & Fitriani, 2020). The educational process, which before the Covid-19 Pandemic was carried out directly or face-to-face, where students and teachers were in the same classroom to follow the same learning process. However, when the Covid-19 pandemic broke out, the Government gave an appeal for activities that were previously conventional or face-to-face at schools to be carried out face-to-face through online distance learning or cyberspace. Because the situation is not possible to do face-to-face as usual. With

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the help of technology today, we can connect with other people remotely in various ways (Pakpahan & Fitriani, 2020; Qekaj-Thaqi & Thaqi, 2021). Technology and communication are so fast in the world of education, thus the learning needs of students are made easier by the availability of learning applications that can be applied to distance learning. Distance learning process by combining principles in the learning process with technology (Cucus & Aprilinda, 2016; Rohmah & Bukhori, 2020). The purpose of distance learning is to be able to prevent the existing covid-19 disease and of course to meet our educational standards by utilizing technology and information (ICT) through computers or gadgets.

The conditions that occur in the world of education involve learning that is required to take place to achieve the predetermined competency targets. Substantially the direction of distance learning must really be an alternative that can support education. Distance Learning is learning that is carried out through media where there will be interaction between students and teachers (Prawiyogi et al., 2020; Rohmah & Bukhori, 2020). Previous study state distance learning itself is carried out indirectly between students and teachers (Abdul Latip, 2020). This means that distance learning is carried out in a virtual world between teachers and students who are physically separated. The implementation of distance learning that is carried out certainly causes problems with the system designed by the government, such as class organization, innovation in the use of media, learning resources, models, and learning approaches (Kurniawan, 2020; Sadikin & Hamidah, 2020). For this reason, history teachers must be professional in their knowledge, skills, appreciate, mastered and realized their abilities. The role of history teachers is very important to teach the values of a nation that has the ability to achieve the goals of students. Thus the history teacher is the main actor for the success of history learning and by carrying out a good learning process to be developed by students. The emergence of technology and communication in this era means that there are so many learning applications that are used, so teachers can apply learning applications for the realization of online classroom learning. In an online distance learning plan there are teachers who guide the implementation of the teaching and learning process by applying media or applications that have been developed at this time, such as Google Classroom, Edmodo, Zenius, Microsoft Teams, Zoom Meeting and various other media and learning applications (Silalahi & Hutauruk, 2020; Wirza & Ofionto, 2021).

Problems in the implementation of learning experienced by teachers and students during distance learning during COVID-19 certainly cause symptoms in learning. Moreover, history always seems bored if the application of applications that do not seem good to increase student interest in learning in this online class. Microsoft Teams is one of the subscription application products on Office 365 released from Microsoft or can be called Teams (Sercan, 2018; T. H. Widiyarso & Sutama, 2021). Microsoft Teams which was officially launched by Microsoft in November 2016 . Microsoft Teams brings conversations, meetings, files and apps together in one Learning Management System (LMS). Microsoft Teams features Chat, Calls (Video Conference), File and Assignment (Tapp, 2019; Wirza & Ofionto, 2021). For this reason, by using Microsoft Teams, teachers can not only collaborate with team members who are within the Teams feature itself but teachers can communicate with team members who are outside via guest access outside organizational boundaries. Thus, educators collaborate to create a good learning environment in the classroom online (Putri, 2020; Situmorang, 2020). Microsoft Teams aims to be as personal, engaging and socially connected as learning in a classroom (Anugrahana, 2020; Situmorang, 2020). Therefore, Microsoft Teams can allow teachers and students to communicate face-to-face online as if they were in a conventional classroom.

As for the advantages of the first Microsoft Teams application. Easy to manage groups, managing groups can be done easily in Microsoft Teams should exist in every workgroup application with it so that each user can freely manage and regulate the activities carried out. Second Provide editing and sharing files anywhere File editing services, making it easy for users to create files anywhere and anytime without having to open other applications. Microsoft Teams also makes it easy to share files on each grub that has been made in various formats, be it zip, pdf, docx, pptx or other file extensions, of course, in large quantities (Herminingsih, 2021; Rahmah Tahir et al., 2021). Third Provide HD video quality and good audio. Another advantage of Microsoft Teams is that it has advantages in HD video quality, of course, it really makes people feel comfortable when watching it and the clear and clear audio quality makes it more comfortable when we use it. HD quality is very important to Microsoft Teams in every video conferencing application. Because the advantages of the apk are determined by how good the quality of the video is which makes it superior and good (Henderson et al., 2020; Saputra & Saddhono, 2021). Fourth, only save important conversations. Every chat or conversation in grub is stored in Microsoft Team, this makes it easier for us to know what conversations we have made and we share with everyone in the grub. Important conversations should be specially archived by each application which makes it easy for users to view them and that is the advantage of archiving our data in Microsoft Teams.

Based on the initial observations made by researchers that learning history in distance learning does bring new impacts for teachers in implementing learning that attracts students' attention, this needs to be adjusted to the existing pandemic, not only that but there are problems encountered by students.

students with the adjustment of the new learning model, this situation causes symptoms in distance learning itself. During distance learning, students who don't have an Android cellphone don't even have a laptop or notebook to use to access the application so that teacher and student meetings are hindered. This research is focused on learning history which is carried out remotely online using the Microsoft Teams learning application. The purpose of this research is to analyze the implementation of history learning, history teachers can apply the Microsoft Teams learning application with various forms of media that are within the teams themselves and the obstacles encountered by history teachers in history learning during distance learning.

## 2. METHODS

Methods Data research uses qualitative research with a case study approach. Qualitative research is research findings that are not obtained through statistical procedures or carried out through quantitative procedures (Sidiq, 2019). It means that the results of qualitative research emphasize meaning rather than generalizations. Researchers use case study research, the reason is to reveal the true meaning of case studies, case studies are separate case investigations between objects, such as schools, classes and so on (Luthfiya, 2017). The trial of this research was in class XII IPS 5 with 35 students. This research on the application of the Microsoft Teams application in history learning uses a qualitative method. Qualitative methods make researchers the main instrument in research or are called Human Instruments. Data collection techniques in this study were interviews, observations and take notes. Semi-structured interviews are the choice of researchers to conduct interviews because this type of interview has been included in the in-dept interview category, which is more free in the implementation procedure compared to structured interviews. Interviews conducted by researchers with informants will take place directly and use online communication media in accordance with the readiness of the informants considering the situations and conditions that do not allow face-to-face contact. Observations made by researchers using non-systematic observation guidelines are not standard so they can still develop when observations are made. In the observation process, researchers will participate in online classes that are used as distance learning facilities using the Microsoft Teams video conference application. With this observation, in addition to obtaining various information, researchers are also given the opportunity to be able to directly see the state of the subject and the activities that occur in the scope of the study area. While take notes are data that is carried out through notes at the time of the interview, thus the researcher himself records back what data has been collected.

In this study, the researcher used field analysis using the Miles and Huberman model in analyzing the data obtained from observations, interviews and take notes. The data analysis technique used is descriptive qualitative. This technique is expected to go through three paths, namely (1) data reduction, (2) data presentation, and (3) conclusions drawn (Miles et al., 2018). In data reduction, researchers carry out the process of selecting, simplifying, abstracting and transforming raw data or raw data that emerges from field notes. Presentation of data is that researchers carry out the process of compiling complex data into a systematic form or pattern, so that it is simpler, clearer, and easy to understand the meaning content. Conclusions are tentative. Data reduction in this study will be carried out continuously during the research. The steps are sharpening the analysis, classifying or categorizing, directing and removing unnecessary and organizing the data so that the final conclusions can be drawn and verified.

## 3. RESULT AND DISCUSSION

### Results

#### *Implementation of History Learning During PJJ*

Before the researcher entered with the application of learning the Microsoft Teams application and the teacher's obstacles during history learning, the researcher looked at the implementation of online history learning in class. The government's policy to close schools is related to preventing the spread of the Corona Virus in educational institutions which forces conventional face-to-face learning in the classroom to be replaced with face-to-face learning online from their respective homes. Thus, it requires schools and teachers to make new strategies in adjusting the facilities and methods used in accordance with the policies issued by the government. The success or failure of a learning process is seen from good classroom management. The findings at the research location indicate that the schools and teachers at SMA Negeri 2 Ambon have made adjustments to the facilities and methods in the learning process carried out remotely. The school has prepared online learning facilities with learning applications, namely the Microsoft Teams subscription application to support the implementation of education. The Microsoft Teams application that

is being carried out is one of the applications issued by Microsoft Office 365 for the course of education at the institution

In the implementation of history learning during the distance learning period at SMA Negeri 2 Ambon, the school has followed government regulations to make adjustments. The teaching time for history subject teachers has been adjusted according to the policy of the Ministry of Education and Culture (Kemendikbud) to 2 (times) 40 minutes per week. 1 (time) meeting which normally before the PJJ period each teacher is given 60 minutes in 1 lesson hour. The implementation of the time adjustment policy can be seen from the data collection by researchers through the AG teacher learning tools document. The Learning Implementation Plan (RPP) which was prepared by the AG teacher according to the change from the Maluku Provincial Education Office for the PJJ period to a simple RPP or better known as one sheet RPP. This is also seen as long as the researcher makes observations on the implementation of history learning in the AG class. The AG teacher conducts history learning by referring to the new lesson plans that have been made with adjustments to the duration of time, therefore the history learning that has been planned runs from start to finish in a conducive manner. Then in order to convince the AG teacher's statement, the researcher confirmed directly related to the change in distance learning by asking the AG teacher that there was a change in learning from face-to-face to distance learning in history subjects regarding the lesson plan with a duration of 2 times 40 minutes in 1 lesson hour? "If there is no change, distance learning is running as usual in the classroom face-to-face this is because I use methods or media that always interest them during distance learning currently taking place".

Based on observations in the class of AG teachers in history subjects in class XII Social Sciences 5 with a total of 35 students walking well. History is talking about the past, if students enter history time, they are lazy because they think history is memorizing and telling about the past. Students are interested when Pjj is not watched, we lecture so they are more interested in the pictures or videos that are displayed and then hone roughly what do you think you watched or watched. With the adjustment of current conditions, of course the teacher makes the class as creative as possible so that the online class continues to run like in a conventional class. In accordance with the observations of researchers in the online classroom, the AG teacher applies the methods and learning media that are explored which are very consistent with current online learning. Then when the AG teacher enters history class online with the Microsoft Teams application, there is no need to notify students via whatsapp group that the history lesson will start, but the schedule is displayed automatically so students already know the hours of history lessons starting from that hour. until finish. Furthermore, the findings of the researcher's observations are related to the schedule and meetings for the implementation of history learning in Microsoft Teams class. Before learning starts at 07:00 the lesson schedule and daily meetings have been made by the teacher and appear automatically on the student screen according to the time duration that has been set. And if there are students who do not participate in learning, it means that students are declared absent. When observing history learning in class XII IPS 5 online, the learning activities implemented by the teacher run consistently. Starting from opening activities to closing activities. To ascertain whether the learning was done as it was by the teacher, the researcher tried to interview students whether it was true that the student entered without the teacher informing or sharing another link related to the implementation of history learning in this Ms Teams class. The results of the interview have shown that the AG teacher before carrying out the history lesson, the teacher has arranged a meeting and a schedule with the specified time duration.

### ***Application of Microsoft Teams Application in History Learning***

In the distance learning process the teacher plays the role of a facilitator as well as a tutor for students when learning with the Microsoft Teams application, how can teachers support distance learning if the teachers themselves do not master and apply learning using the Microsoft Teams application. overcome this here is to provide training facilitation for teachers to provide lessons using this application. Training must be carried out by teachers or education personnel who really know and master how to use it. After all teachers can master the use of the Microsoft Teams application, the teacher can apply and train students, if this can be done, the researcher believes that teachers can fully support the history learning process with a distance learning approach through the Microsoft Teams application as a learning tool used by schools to carry out face-to-face meetings. face online during the covid 19 pandemic. Regarding the application of learning applications implemented by the institution, it shows that history learning is indeed very monotonous if the distance learning model (PJJ) does not attract students' attention. It is very important to implement learning applications that interest/motivate students in improving student learning outcomes. As a teacher, it is necessary to implement distance learning that is truly mastered by students so that the material presented can be digested properly. Previously, at school we were still implementing it by utilizing google classroom, but it didn't work and then there was a friend of a teacher at IGI (Indonesian Teachers Association) who informed us to take part in trainings related to the application

of Microsoft Teams learning that was able to explore the world of AG education. AG together with 5 teachers who attended training on the application of the Microsoft Teams learning application and they can be appointed as driving teachers who when they return to school will apply how to use the application, so that other teachers can apply it to their subjects in online classes. Agencies in this school can take advantage of the Microsoft Teams learning application as a product that can be used as a distance learning tool during a pandemic. The Microsoft Teams learning application that is used is very helpful for teachers in transferring knowledge, because according to him, Microsoft Teams is very easy to use because it can directly collaborate in teams, both students with students and students with AG teachers.

During the history learning process in distance learning (PJJ) using the Microsoft Teams application, AG felt that it was easy for students to be given groups by students like being in a face-to-face class, meaning that students could participate in group discussions from the beginning to the end of online class learning well, because in the Microsoft Teams application there is a new feature, namely the begraoud room which supports AG teachers in dividing groups. In accordance with the observations of the researcher in the AG class, the researcher saw that the group division carried out by the AG teacher with the learning room media was a manual system so students were divided into 4 group rooms with each group leader. Begraoud room is very well applied when dividing groups during distance learning takes place as in face-to-face classes, even though it is not optimal. And it seems that this begraoud room can be determined automatically, but the AG teacher is more effective in distributing groups of students manually. The pattern of application, distance learning carried out by AG teachers is very good in the implementation of history learning. This is in accordance with the observations of researchers in the class that AG teachers apply the methods and learning media that are explored which are very consistent with current online learning. There are several learning media that are applied. According to the observations of AG researchers during online class learning, AG uses a mentimeter as a reflection material for students in class, while Microsoft forms use quizzes to send questions to students, while padlets are used as a means of student group discussion. . Thus, in distance learning, it is necessary to strive for learning methods and media that really attract students' interest and motivation to learn, especially history which always seems boring if the media does not support the implementation of learning. In the implementation of distance learning that is applied to history subjects, students say that learning history through online distances certainly brings them to mastery of technology and communication in accordance with current world developments, but the most fun is when they are in class. directly conventional.

### ***Obstacles Encountered by Teachers in Learning History using the Microsoft Teams Application***

In the following research findings, the researcher discusses the obstacles and advantages that are obtained during the history learning process for students and also teachers during distance learning. This means that during distance learning (PJJ) there are students who do not have technological facilities for learning, not only that but there are students who are at home experiencing their own challenges, because the home environment is not good for online learning. In the application of the Microsoft Teams learning application, there are students who do not have an Android cellphone or laptop for the realization of online classroom learning. However, as for the solution that was outlined during the teacher's deliberation at the school related to student barriers in the absence of facilities as described, the teachers agreed that students could be directed to use the property of friends or neighbors and if there were none at all, the student was directed to school to use the school's computer. For the application of the Microsoft Teams online learning application, of course it is difficult for teachers to hear and know the whereabouts of their students.

According to the researcher's observations during the learning process, of course, to improve student learning outcomes in online distance learning, in the AG class, the application uses games or games as a student evaluation material. So the student is given material in the form of a game, this according to the researcher students are able to understand the historical material that has been conveyed by the teacher so that learning outcomes can be improved. However, their weaknesses must also be supported by good internet network conditions. Furthermore, the researcher interviewed all students, the results of the interview showed that "our history teacher has implemented learning media that attracts interest/motivation, we play games in the form of groups so one student is appointed as chairman to lead their respective groups but the thing that becomes constrained is Internet Network" The next finding is about the advantages of learning history by applying the Microsoft Teams learning application. Microsoft Teams is very well implemented because Guru AG applies learning methods and media that attract interest/motivation. The advantages of the Microsoft Teams learning application are many learning media. This can be seen from the interview with the AG teacher who said that As said by the AG teacher that: "I think the advantage of Teams is that it is very efficient in supporting the teaching and learning process through the completeness of its features." This application was developed directly by Microsoft to facilitate educators and educators. students during the implementation of online distance learning. With the

advantages that exist in the MS Teams application, teachers can apply all the features that can support them in the implementation of history learning which takes place in virtual classrooms. implementation of learning.

## Discussion

### **Implementation of Learning During the Distance Learning Period**

The government has started implementing distance learning as an effort to stop the increase in the spread of the Corona Virus in Indonesia with the issuance of Circulars issued by the Minister of Education and Culture Number 3 of 2020 regarding the prevention of Covid-19 in Education Units and Number 36926/MPK.A/HK/2020 regarding distance learning. far. The corona virus disease that first occurred in Wuhan Province, China in 2019 has spread rapidly throughout the world, Indonesia is no exception. This corona virus disease has an impact on all elements that exist in human life, one of which is the world of education (Sari et al., 2020; Siahaan, 2020). From the results obtained by UNESCO (2020) on a global scale there were 1,575,270,054 students affected by school closures due to COVID-19, from this impact the teaching-learning process was disrupted, in Indonesia alone the figure reached 68,265,787 students affected by school closures (Setiawan & Ilmiyah, 2020). The impact of this corona virus disease can result in face-to-face teaching and learning activities being completely paralyzed due to the rapid spread of the outbreak.

This is because the government itself does not have enough time to find a way out so that knowledge transfer can still be carried out, although it does not have to be face-to-face. Thus, so that distance learning continues to be implemented and carried out, the learning model developed through e-Learning emphasizes resource-based learning that is centered on the teacher (Simarmata, 2020; Suhendra et al., 2020). In the absence of direct contact as in conventional learning, of course, we need media as a means for learning. Therefore, various platforms are used as learning media by schools. In research conducted through interviews and field observations, SMA Negeri 2 Ambon also utilizes a video conference platform, namely Microsoft Teams as a virtual face-to-face learning medium. The change in learning activities from face-to-face learning in conventional classes to online distance learning is a tremendous challenge for teachers to be able to adapt to situations and conditions during the pandemic. Changes in educational conditions can affect the quality of learning. The limited interaction in virtual learning between students and teachers is what is feared to affect the quality of learning that has been maintained in conventional learning. Demand after demand becomes a burden for teachers to continue to present good learning in all conditions. Especially at this time, teachers are required to be able to maintain a conducive online classroom atmosphere like during conventional learning.

History subjects are disciplines that fall into the category of theory rather than practice. The dominance of theory in history learning poses a big challenge for history teachers to still be able to teach history to students according to the needs and objectives of the implementation of history learning in high school. From the results of research in the field, history teachers at SMA Negeri 2 Ambon continue to carry out their obligations in accordance with teaching procedures in carrying out the history learning process during distance learning. However, the teaching and learning process has not been realized properly because of the demands on teachers to be able to immediately adapt to distance learning patterns. History teachers are expected to be able to develop new strategies in carrying out online history learning independently and innovate in creating simple learning that is still easily accepted by students.

The main problem found in history learning during distance learning is the ability of teachers and students to adapt to new learning patterns from face-to-face learning to virtual face-to-face online learning. History subjects are very important to be known by students if distance learning is not monotonous. This is when the researcher saw that during the classroom observations conducted by the AG teacher, the teacher could have sway learning media as a medium that could attract students' interest in learning history. This media sway, a history teacher provides videos via YouTube while using the Microsoft Teams application. In the Microsoft Teams feature, teachers can make presentations by sharing power points and video clips to youtube (Tapp, 2019; Wirza & Ofionto, 2021). By having interesting learning media, students feel happy to take part in online learning. Of course, the teacher is able to increase student interest during learning takes place in class consistently well. In the implementation of history learning, according to the AG teacher, before the history lesson begins the teacher does not have to whatsapp and send a link to the students to start learning, but with Microsoft Teams the teacher has set the time automatically in the schedule at each meeting. In line with research of previous study state that a tutor can type "schedule a meeting" into the chat, and the bot will gather information and then schedule meetings and invite other student staff members (Tapp & Martin 2019). When the teacher is able to design learning from start to finish with an attractive impression, the learning carried out and carried out through this PJJ makes students feel comfortable.

The success of the learning process is seen from the use of learning models and media. The learning process is carried out in two ways, namely dependent such as media images, photos or transparency and independent such as radio, TV, video, film media (Efendi, 2017; Qekaj-Thaqi & Thaqi, 2021; Tan, 2015). In the implementation of history learning by carrying out interesting media like this, it makes it easier for teachers and students during distance learning even though it is not optimal, it seems like in conventional classes. Application of the Microsoft Teams application at SMA Negeri 2 Ambon. During the covid-19 pandemic or corona virus that has an impact on the world and especially Indonesia. Teachers and students are closed in accordance with Ministry of Education and Culture Regulation No. 3 of 2020. This means that teachers and students must do learning at home, this can encourage teachers to apply interesting applications or learning media for distance learning. Interesting and interactive learning media are needed so that the learning process takes place optimally because it can foster student interest and motivation (Karo-Karo & Rohani, 2018; Nurhayati et al., 2020; Syahroni et al., 2020). The application of distance learning that can be done, of course, teachers and schools have facilitated media or learning applications that can physically meet virtual faces. Distance learning that was applied during the pandemic period at SMA Negeri 2 Ambon was the Microsoft Teams learning application.

The Microsoft Teams application is a learning application that can be done collaboratively between teachers and students who are physically separated, meaning that learning takes place in their respective homes. Regarding the application of the Microsoft Teams application, if it is the distance learning model (PJJ) that attracts students' attention, then learning feels fun, it is supported by interesting distance learning methods and media in the implementation of the AG teaching and learning process, thus students are not impressed. bored and bored in following every online learning process in class. AG teachers themselves design and implement features that support students with each teaching material. This will make students feel enthusiastic in participating in history learning, because students can discover new things from every application of the Microsoft Teams application given by the teacher. By using the Microsoft Teams app, students are easily accessible when given an assignment. And after that the student can see the value obtained, and there is feedback between students and teachers or students with students, when learning is taking place in AG's online class. The opinion of the AG teacher is in line with the opinion who said that Microsoft Teams looks easy to access, the learning materials can be understood and the advantages it has (Nafisah & Fitrayati, 2021).

For this reason, smartphones and tablets are often used for mobile devices. Teachers can share audio, video, and content such as Microsoft PowerPoint presentations; and audience members can interact with each other as well as the presenter via voice and text (Henderson et al., 2020; Tapp, 2019). This means that teachers are able to interact with students and students with students during distance learning in online classes. In its application, according to observations, the AG teacher uses the learning room media for student group discussions. In the implementation, AG divided into 4 groups of students manually, each with a group leader to carry out discussions. It is also possible to share group rooms automatically, but AG prefers to use the manual method so that it can collaborate between students who know and students who do not know in class, because according to him, he can understand the situation of AG's students.

In research, Kahoot media has four features, namely: games, quizzes, discussions and. This is as shown in the researcher's observations while being included in the AG class after completing the group division in the begraoud room, then students are directed to discussion through the media padlet, meaning that the student has finished discussing with the module that has been given by the teacher through Microsoft Teams media padlets (Ambarita, 2021; Prastya, 2019). And after that, students were asked to summarize the discussion material in various forms through power points and posters. Even in the interesting learning is the media game / games, the groups contained in the room will also be directed to evaluate the historical material that has been given by the teacher. Thus, the inclusion of interesting learning media like this makes the implementation of history learning that is carried out very effectively. In fact, the researchers hope that if the covid-19 pandemic continues in the future, the Microsoft Teams application will continue to be upgraded so that distance learning can continue to run well.

### ***Obstacles Encountered by Teachers in Learning History using the Microsoft Teams Application***

Online learning does have something new and of course there are positive and negative things for teachers and students. The findings show that learning history with the Microsoft Teams application is a new application among teachers but becomes a challenge in its application. Research on the Microsoft Teams application has problems, as in research that causes various forms of learning obstacles during the face-to-face or conventional process to distance learning (Ammu et al., 2021). The obstacle in learning history with Microsoft Teams is that students are still quite passive in implementing the Microsoft Teams application online. However, these obstacles can still be overcome by the teacher.

The fact is in every online learning meeting, it certainly doesn't go well, sometimes there are problems with teachers and students during learning so that with this incident it becomes an obstacle for learning objectives. The process of learning history in this online class is indeed not easy and it is necessary to master the Microsoft Teams application itself. In its application, there are many obstacles when learning with Ms Teams is carried out, especially the situation when distance learning adds to the complex problems faced by teachers in history learning. Online distance learning, of course, students have prepared facilities that support the ongoing learning process, such as Android phones, laptops for online learning.

However, even though there are obstacles during history learning, there are advantages to the Microsoft Teams application itself. This can be seen from the findings collected by researchers. Microsoft Teams has many advantages, one of which was specially developed by Microsoft with all the advantages it has. The advantage of learning history with the ms Teams application is video conferencing (vicon) which has a high level of security and provides a lot of privacy for the security of personal data of AG users. This application was developed directly by Microsoft to make it easier for us in meetings, share files, video calls directly via virtual or with applications. Many Microsoft Teams users realize that there are many advantages, if at the time it is very easy to use and there is direct guidance from Microsoft Teams. Moreover, there are new features that make the history learning process easier. This feature can make it easier for teachers and students in group discussions. For example, students' breakout rooms are divided into groups to discuss the teaching materials they have received, each student is given the opportunity to communicate with the teacher or with students in the group room. This makes it easy for teachers to organize history learning in online classes.

The opinion of AG teachers is in line with research that the advantages of ms teams are teachers are very easy to manage groups, provide editing and various files anywhere, provide good quality HD video and audio, interact privately and in groups with special channels, save only important conversations, quickly find what you are looking for in chat conversations, security straight from microsoft and very privacy (S. Widiyarso, 2021). Students also feel the same way, the advantage that students encounter is that during learning when problems occur on the internet network, AG teachers can share their teaching materials with students in their class through the application of the MS Teams application. When AG teachers deliver teaching materials, for example, about the birth of the new order. They really understand and really understand it seems in the classroom face to face. If there are students who do not understand and are left behind in the history meeting learning process, the teacher can send teaching materials to students in Ms Teams to review the material.

In addition to the advantages of MS Teams, there are shortcomings that are encountered by teachers and students in learning history with the MS Teams application itself. The shortcomings encountered by teachers and students are the internet network and the availability of technological facilities for students who are at home. If there are students who do not have an android or laptop cellphone, they are directed to be together with their classmates or with neighbors who have the device. And if there are none at all, according to him, they can be directed to school to be able to use the school's computer. If students and teachers as well as the school are able to overcome this, it seems that online history learning seems useful. Learning history during distance learning (PJJ) is indeed fun and enjoyable, but problems with the internet network prevent it from focusing on learning history during online classes. Most of the students in the AG teacher class hope that this corona virus pandemic will pass quickly so that they can meet face to face in conventional classes.

The limitation of this research is that the Microsoft Teams application has been well developed for distance learning, but it is a challenge in itself for the application. This occurs in a student environment that is less conducive to learning, therefore the researchers suggest for the government to be able to develop learning media in the Microsoft Teams learning application so that it can improve student and teacher understanding in learning history during distance learning.

#### 4. CONCLUSION

The findings and discussion in the field show that teachers have the ability to apply the Microsoft Teams application in history learning during online distance learning. This can be seen from 1) history learning during distance learning using the Microsoft Teams application at SMA Negeri 2 Ambon can still run smoothly, but this condition can also affect the interaction of teachers and students in learning. 2) the teacher has been able to apply the Microsoft Teams application in learning because there are media that support the teacher during online learning, the learning media in question are the meter, quiz, padlet and group room. The obstacles encountered by the teacher in learning history by implementing the Microsoft Teams application were mainly on the internet network so that students were quite passive in carrying out history learning.



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