

Microsoft Teams as an Online Learning Media in Social Education Subjects at SMP Negeri 12 Yogyakarta

Permana, S. A. *, Maryasd, F. R., Putri, C. & Hasyim, A. M.

Universitas PGRI Yogyakarta, INDONESIA

*Corresponding Author: aji@upy.ac.id

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Abstract: This study aims to determine the implementation of Microsoft Teams as a blended learning media and the obstacles experienced by teachers and students in using Microsoft Teams in social studies subjects at SMP Negeri 12 Yogyakarta. This research was conducted at SMP Negeri 12 Yogyakarta from December 2024 to January 2025. This study uses a qualitative method. Data were collected through observation, interviews, and documentation with the aim of collecting data as deeply as possible. The subjects of this study were 9 people, including: (1) one Deputy Head of Student Affairs at SMP Negeri 12 Yogyakarta; (2) one Deputy Head of Curriculum at SMP Negeri 12 Yogyakarta; (3) two Civics teachers; (4) 5 students at SMP Negeri 12 Yogyakarta. The data analysis technique is by means of data reduction, data presentation, and drawing conclusions. Data validity is achieved by means of triangulation, namely by comparing the data obtained with other data. The results of this study indicate that the implementation of Microsoft Teams as a blended learning media for social studies subjects at SMP Negeri 12 Yogyakarta has gone well. The form of implementation of blended learning using Microsoft Teams at SMP Negeri 12 Yogyakarta is carried out through 3 stages, namely: (1) learning preparation; (2) implementation of learning; (3) evaluation of learning carried out in order to achieve learning objectives. There are 3 obstacles experienced by teachers and students in implementing online learning using Microsoft Teams, including: (1) storage memory constraints; (2) network constraints; (3) large internet quota constraints.

Keywords: Microsoft teams, media, blended learning

1. Introduction

The process of implementing learning in the world of education has now changed from using a face-to-face system to an online learning system (Watson, 2008). Changes in the learning implementation process have been regulated by the government through the Circular of the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education Number 4 of 2020 concerning the Implementation of Education During the Covid-19 Emergency to prevent the spread of Covid-19 in the world of education. Online learning according to Harasim (1995) is learning using an internet network with the advantage of getting connectivity, flexibility and the ability to apply various types of communication in learning between teachers and students. Online learning is learning that is carried out with a system that is not face-to-face directly, but uses a platform to help the teaching and learning process even though it is carried out remotely (Arifiati et al., 2020).

There are several media or platforms that can be used to carry out online learning, such as Google Classroom, Google Meet, Edmodo, Jogja Belajar Class, Zoom Meeting, Microsoft Teams, and others (Nuryatin et al., 2023). The media or platform is used by teachers and lecturers as a means to carry out the learning process to replace face-to-face. The purpose of media or platforms in online learning is as a means to increase efficiency and effectiveness in learning (Lusiana & Maryanti, 2020). Online learning media or platforms are also used at SMP Negeri 12 Yogyakarta, where this school requires all teachers in implementing online learning to use Microsoft Teams media, one of which is in the subject of Social Studies. The selection of media in online learning is very important in order to achieve a good learning process. The implementation of online learning is intended so that students do not lag behind in following the material being taught and can still carry out learning at home. This school also holds training on the application of Microsoft Teams media for teachers so that the implementation of learning can run optimally).

Microsoft Teams is equipped with supporting features that can be used to carry out the online learning process (Sobaih et al., 2021). The features owned by Microsoft Teams include Chat, Calls (Video Conference), File, and Assignment. The added value of this Microsoft Teams media is because of the Video Conference feature in it which allows teachers and students to interact more deeply in the learning process (Ramadhani et al., 2024). Microsoft Teams is part of SaaS where users can access e-mail, documents, calendar contacts, and collaborate anywhere using various devices such as PCs, Tablets, or Smart Phones (Ilag, 2020). In the implementation, of course, teachers must master the learning media used in the learning process. The learning process will run if teachers and students work together well. Online learning allows for difficulties and obstacles for both students and teachers. Difficulties or obstacles in the online learning process for students such as lack of understanding of the material presented, lack of student awareness to learn, and even being constrained by internet quota. Meanwhile, in online learning, the obstacles felt by teachers are the lack of interaction between teachers and students so that teachers do not know the character of each student (Hasan & Khan, 2020).

Research examining the use of Microsoft Teams as a medium in online learning has also been conducted previously. Media or platforms in online learning are types of learning that can provide information to students while the online learning system is used (Aduba & Mayowa, 2022). The use of media or platforms in the online learning process aims to facilitate the implementation of learning so that it is efficient and effective. So that online learning media answers obstacles by overcoming the limitations of space and time in implementing online learning. Online learning media can also foster a spirit of learning and provide opportunities for students to learn independently by utilizing information available on the internet.

Based on the explanation above, where in SMP Negeri 12 Yogyakarta in the online learning process teachers are required to use Microsoft Teams as an online learning medium. Therefore, the author is interested in researching the use of Microsoft Teams in the implementation of online learning carried out at SMP Negeri 12 Yogyakarta with the title Microsoft Teams as an Online Learning Media for Social Studies Subjects at SMP Negeri 12 Yogyakarta.

2. Research Objectives

Based on the discussion of the problems above, the objectives of this study are as follows:

- a. To find out the implementation of learning to dare to use Microsoft Teams in Social Education at SMP Negeri 12 Yogyakarta.
- b. Want to know the obstacles experienced by teachers and students in using Microsoft Teams in Social Education at SMP Negeri 12 Yogyakarta.

3. Research Questions

Based on the focus of the research above, the problem formulation can be formulated as follows:

- a. How is the implementation of online learning using Microsoft Teams in Social Education at SMP Negeri 12 Yogyakarta?
- b. What are the obstacles experienced by teachers and students in using Microsoft Teams in Social Education at SMP Negeri 12 Yogyakarta?

4. Literature Review

Microsoft Teams or Microsoft Office 365 is an application issued by Microsoft that was created with a complete program package. The purpose of providing this complete package program is to provide all the convenience for users to access information easily anywhere and anytime. Users can also save files from their work in the cloud and can be shared with other users. This complete package program in Microsoft Teams is almost the same as social media for Microsoft Teams users and can work on assignments together (Evans, 2022). Microsoft Teams itself has the slogan "Open Unlimited Learning". So, by using Microsoft Teams, it will achieve better learning outcomes for all students who use it. Because by using Microsoft Teams, both teachers and students can move quickly and make it easier to interact with each other. Not only that, Microsoft Teams also supports diverse collaborative learning and easy experiences with applications that have been integrated from Office 365 such as Word, Excel, Power Point, and Onenote Class Notebook (Aires et al., 2021).

In addition, Microsoft Teams is also a competitor to Slack, as well as the result of the evolution of Microsoft Skype For Business (Sawhney, 2024). Therefore, it is not surprising that one of the features of Microsoft Teams is video conferencing. Video conferencing is a technology that allows users to communicate and interact with each other remotely using the help of the internet (Karis et al., 2016). So that Microsoft Teams makes it very easy for teachers and students to interact in learning without having to change media and applications used when online learning takes place. Microsoft Teams is also a communication and collaboration platform that combines work conversation features, video meetings, file storage and a combination of applications. This application is combined with an Office 365 subscription which can also be combined with other products made by Microsoft. Microsoft Teams is a digital hub that has united conversations, content, assignments and applications in one place (Ilag, 2020). This team allows teachers and students to continue to communicate and help each other by jointly maximizing the features available in Microsoft Teams.

5. Methodology

5.1 Research Design

The research method is the method used by researchers to obtain field data. The research method is a description of how the research is conducted. Therefore, here the researcher uses a qualitative descriptive method which is considered appropriate to solve the problems in this study. According to Muzari et al. (2020) the qualitative research method is a method of data collection carried out in natural settings (natural conditions), namely primary data sources, and the collection techniques are more on participant observation, in-depth interviews, and documentation.

Based on the understanding above, the researcher used qualitative research by means of observation, interviews, and documentation regarding the use of Microsoft Teams as an online learning medium for Civics subjects at SMP Negeri 12 Yogyakarta in 2025. The data sources for this study were the Deputy Head of Curriculum, Civics Teachers, several students, and internal data from SMP Negeri 12 Yogyakarta in 2025. The researcher also obtained sources of supporting information regarding the application of Microsoft Teams at SMP Negeri 12 Yogyakarta from the Deputy Head of Student Affairs of SMP Negeri 12 Yogyakarta.

5.2 Research Sample

The types of data used in this study use primary and secondary data.

a. Primary Data

Primary data is data collection that can be done by observation, direct interviews, communication via telephone, or indirect communication such as letters, e-mails, and others. The primary data sources for this study were collected from various parties, including:

- 1) Deputy Head of Student Affairs of SMP Negeri 12 Yogyakarta
- 2) Deputy Head of Curriculum of SMP Negeri 12 Yogyakarta
- 3) Two Civics Subject Teachers of SMP Negeri 12 Yogyakarta
- 4) Five Grade VIII Students of SMP Negeri 12 Yogyakarta

b. Secondary Data

Secondary data is data collection either directly or indirectly or must first conduct an in-depth search such as via the internet, literature, statistics, books, and others. The secondary data used in this study uses internal school data, books, and journal articles.

5.3 Research Instrument

The data collection procedure aims to strengthen the research results, namely using the following procedures:

a. Observation

Observation is direct observation carried out by researchers at the research location. This research observation was conducted at SMP Negeri 12 Yogyakarta Jl. Tentara Pelajar No.9, Bumijo, Kec. Jetis, Yogyakarta City, Special Region of Yogyakarta. This study uses a field observation method that is carried out directly. researchers make direct observations of the online learning process using Microsoft Teams as a learning medium for PKn subjects at SMP Negeri 12 Yogyakarta and record all information that supports the preparation of the research report.

b. Interview

Interviews are a way to obtain the information needed through free or structured questions. Interviews aim to obtain in-depth information to obtain strong results from the research. The research subjects or sources of informants for this research consisted of 9 people including the Deputy Head of Student Affairs, the Deputy Head of Curriculum, two PKn Teachers, and five grade VII students at SMP Negeri 12 Yogyakarta.

6. Findings and Discussion

The FKIP-UT Civics Study Program accepts students from diverse educational backgrounds. Furthermore, the FKIP-UT Civics Study Program does not impose age restrictions on students or time limits for completing their studies, as it does not impose a dropout (DO) policy. Students do not need to leave their jobs because Universitas Terbuka (UT) implements a distance learning system that allows students to study independently. A tracer study is an empirical research study that can generate valuable information for evaluating an educational program. The study information can be used as a quality assurance effort for the institution as a whole, meaning the institution continuously improves its program based on input from the graduate tracer study results (Cuadra et al., 2019). Graduate tracer studies play a role in evaluating a program's curriculum, identifying its strengths and weaknesses, thus generating fundamental recommendations for improvement.

Tracer studies can measure and track graduate performance, providing clear indicators of the number of graduates, their future job profiles, and the training required. This allows educational institutions to prepare their educational content and systems to ensure graduates are adaptable to the workforce. The purpose of a tracer study as follows: (1) Gathering useful information for the development of higher education institutions; (2) To evaluate the relevance of higher education; (3) To complement the accreditation process; and (4) To provide information to students, parents, faculty, and administration. Because alumni have a more independent relationship with the institution where they

studied, they have more objective perceptions and perspectives in evaluating the learning programs they have completed. This makes alumni opinions invaluable information for the development of an institution.

A new approach to use graduate tracking studies as a basis for planning future programs and activities. In addition to information on the relevance of the knowledge and skills acquired by graduates to workplace needs, the study also tracks the professional success of graduates, such as their career paths, employment status, and income. Additionally, graduate job satisfaction is a key indicator of a program's success, as demonstrated. Therefore, the role of graduate tracking studies is crucial for measuring the outputs and outcomes of higher education institutions. Information on graduate tracking studies, tracing their history, shows a wide variety, from simple surveys to large, elaborate studies that require significant time, effort, and funding. Experience with the methods used to conduct graduate tracking studies provides valuable lessons for any institution that plans to conduct similar activities.

There are two important reasons for conducting alumni tracking. First, it provides insight into the alumni's role in realizing the established vision. Second, it provides an overview of the real contribution of alumni in educating the public, developing knowledge, and helping improve the quality of life. The results of this tracer study will provide information and analysis related to the distribution of graduates; graduate competitiveness in the job market and further studies; graduate satisfaction with the knowledge gained compared to job needs; the position and role of graduates in the job market and society; the quality of graduate performance in their duties and positions; stakeholder perceptions of graduate performance, and communication between alumni and between alumni and institutions.

Based on the reasons mentioned, alumni tracing will identify deficiencies that need to be addressed in relation to achieving the vision, ensuring that graduates possess not only theoretical skills but also practical skills that are beneficial to the alumni themselves and the community. Furthermore, the analysis results obtained from the tracer study can be used as a reference for evaluating the implemented curriculum and exploring graduates' interests for further study. This study can serve as a basis for determining graduate competencies and the relevance and effectiveness of the curriculum in relation to the demands of the field (where graduates work).

According to the 2020 Open University Performance Report, the number of students declared to have graduated based on the Judicial Decree as of December 2020 was 64,959, consisting of undergraduate students in the Elementary School Teacher Education (PGSD) and Early Childhood Education (PGPAUD) programs of the Faculty of Teacher Training and Education (Pendas), 64,510 students in the Diploma and Undergraduate Programs of the Faculty of Economics, Faculty of Social and Political Sciences (FHISIP), Faculty of Science and Technology (FST), and Faculty of Teacher Training and Education (FKIP) (non-Pendas), and 449 students in the Postgraduate Program (UT 2021). Furthermore, citing the UT Alumni Association (IKA-UT) website, it is known that the current number of UT alumni is 1,548,200 (<https://alumni-ut.id/e-direktori/e-direktori-ka-ika-ut/>).

The large number of UT graduates indicates that UT is trusted by the public and government as a university capable of improving the quality of human resources. However, many people still question the quality of UT graduates. This is not new, as since UT's inception, it has drawn considerable criticism, particularly regarding (1) the perceived lower quality of UT graduates compared to graduates from other universities; (2) the quality of learning, which emphasizes independent learning, resulting in UT students being labeled as theory students; (3) how the service system handles learning for tens of thousands of students; and (4) the quality of the mass-administered exams. UT is acutely aware of the weaknesses in its distance learning implementation, but it continues to explore and conduct research to improve its quality. In an effort to facilitate tracer studies, UT has developed a Digital Information Service system to facilitate alumni in completing tracer study forms. The digital information service provides an overview of the competitiveness of FKIP-UT PPKn S1 graduates in the job market and further studies as well as graduate satisfaction with the knowledge gained compared to the needs of their jobs.

The digital information service, designed to track alumni of the Universitas Terbuka (UT) Undergraduate Program in Civics (PPKn), has received a positive response from users. Alumni find it easy to access and access the necessary information. Furthermore, data from the digital information service indicates that UT graduates have a very high competitiveness in the job market compared to graduates from other universities. This is reflected in their high ratings from their teaching leadership, selection opportunities (88.5%), selection opportunities (85.8%), selection opportunities (81.4%), and job performance (72.9%). Regarding further study after graduating from the PPKn Program, 23% pursued master's degrees at various universities, while 87% felt that their bachelor's degree in the PPKn Program at Universitas Terbuka was sufficient. Therefore, UT PPKn Undergraduate Program graduates are highly regarded for their competitiveness compared to graduates from other universities. For further study, they felt that their bachelor's degree in PPKn was sufficient. The relevance of the course content to current employment (89.1%), and the usefulness of the course

in current employment (91.9%). Almost all respondents stated that the Civics (PPKn) course was very beneficial. They were satisfied that the content of the knowledge gained in the PPKn undergraduate program aligns with their job requirements. Only a few courses were not particularly relevant to the material taught in junior high school.

Regarding the implementation and quality of services, alumni gave a good assessment from the perception of all aspects, but improvements were needed in terms of human resources and facilities and infrastructure. Alumni users assessed that the competency of graduates of the Informatics Engineering Education Study Program in terms of integrity, professionalism, use of IT, communication, teamwork, and self-development was very good, but still lacking in the use of language, especially English.

Graduates of the Biology Education Program are employed quickly, begin job searches as soon as possible, obtain job information primarily from friends and family, and obtain their first jobs through competitions and recommendations. Alumni assess the courses, learning quality, and assessment system as generally good, lecturer service and the academic atmosphere are good, opportunities to participate in lecturer projects and determine campus policies are quite good, campus facilities are quite good, and final project services are good. User satisfaction with graduates is good in various aspects, except for foreign language skills. Users consider various aspects of employee recruitment to be important and very important, except for third-party recommendations.

7. Conclusion

Digital information services, designed to track alumni, provide a convenient way for alumni to access data. Study programs can easily access data that can be used to demonstrate graduate competitiveness, the relevance of course content to current careers, and the usefulness of courses in current careers. The digital information service has received a positive response from users. Alumni find it easy to access and access the data they need.

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Conflict of Interest

The authors declare no conflicts of interest.

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