
ONLINE STUDENT SATISFACTION IN FOLLOWING DISTANCE LEARNING USING THE MICROSOFT TEAMS APPLICATION

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Abstract

The purpose of this research is to find out whether students are able to take part in distance learning properly according to their expectations or not so that they feel satisfaction in learning online using Microsoft Teams. This type of research is descriptive and quantitative. The total population is 135 Bintang Pelajar class 12 high school students who take part in assistance to enter public universities. The sampling method was convenience sampling, with a total sample size of 131 respondents. Data collection techniques include surveys and filling out questionnaires. Data analysis was carried out by presenting quantitative data in the form of numbers and graphics and then describing the conditions of the subjects. The result is that 54.20% of respondents are very satisfied and can follow the lesson very well; 41.98% are satisfied and can follow well; and 3.82% are dissatisfied and are unable to follow because it is too fast or unclear.

Keywords

Bintang Pelajar, Distance Learning, Microsoft Teams, Student Satisfaction



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INTRODUCTION

The transition of learning methods from face-to-face (offline) to distance learning (online) will have an impact on student satisfaction. Based on research results (Istijanto, 2021), there is a significant and direct effect on student satisfaction when there is a change in the learning process from offline to distance/online learning. Factors that influence satisfaction include in terms of equipment and network facilities that are not evenly distributed throughout Indonesia. Areas that are far from the capital city lack electronic devices, and uneven internet networks are serious obstacles to distance learning. In addition to facilities, the learning process is also a key factor in satisfaction. In providing the best service, student satisfaction in participating in online learning needs to be increased using the principle of total quality management (Ngatiman et al., 2022).

Based on (Permendikbud No 24, 2012), education in which students are separated from educators and learning use various learning resources through information and communication technology and other media is called distance education which is more often abbreviated as "PJJ" (*Pembelajaran Jarak Jauh*). This PJJ was originally regulated as one of the learning methods in tertiary institutions. However, in the era of the Covid-19 pandemic, all levels of education began to apply the PJJ method. The function of the PJJ is so that students who cannot meet face-to-face with educators can still participate in the educational process without reducing quality with the aim of expanding and equalizing access to quality education in accordance with the needs of students.

The problem is not all schools are able to carry out distance learning processes with various existing e-learning media. Along with the uneven ability of teachers to use e-learning media, "*Bimbingan Belajar*" (tutoring) is still the choice of students to satisfy their needs in understanding lessons at school. Especially grade 12 high school students who will take part in the state university entrance selection (hereinafter abbreviated as PTN) with a high level of difficulty. The combination of classroom learning with online learning makes learning methods more effective, and students get interesting learning experiences with relevant independent learning (Sobron A N et al., 2019).

The demands of 21st-century education to give birth to a generation that is critical, innovative, creative, and quick to respond to change is a challenge for educational institutions, including Bintang Pelajar (BP) as a tutoring institution (*bimble*). The era of disruption requires all parties to move faster, innovate and find new ways. The education needs of the millennial generation, which can be done anywhere and anytime, must be met by the world of education. Coupled with the Covid-19 pandemic has forced it to be faster to try using the distance learning

method (PJJ) by utilizing various applications offered in cyberspace, such as Zoom, google meet, google classroom, Microsoft Teams, and others. The sophistication of digital technology can be used to maximize online learning activities through internet networks and electronic media (Subhan & Ahmad, 2021), of course, without putting customer satisfaction aside.

Bintang Pelajar (BP), as a tutoring institution, has started implementing the distance learning method since the beginning of 2020. The learning method is live interactive learning, 100% online, using the Microsoft Teams application. Teacher interaction with students is done through cyberspace. Microsoft Teams is used because this application is already integrated with Microsoft Office, where teaching materials prepared by teachers are usually presented in the form of Microsoft PowerPoint, Microsoft Word, or PDF. The assignment feature in Microsoft Teams can make it easier for teachers to assign assignments to students and monitor their results. In addition, Bintang Pelajar students already have a Microsoft account and register all teachers and students in that account. In contrast to Zoom, it requires a subscription fee that must be paid by each teacher to be able to use premium facilities with a learning duration of more than 40 minutes.

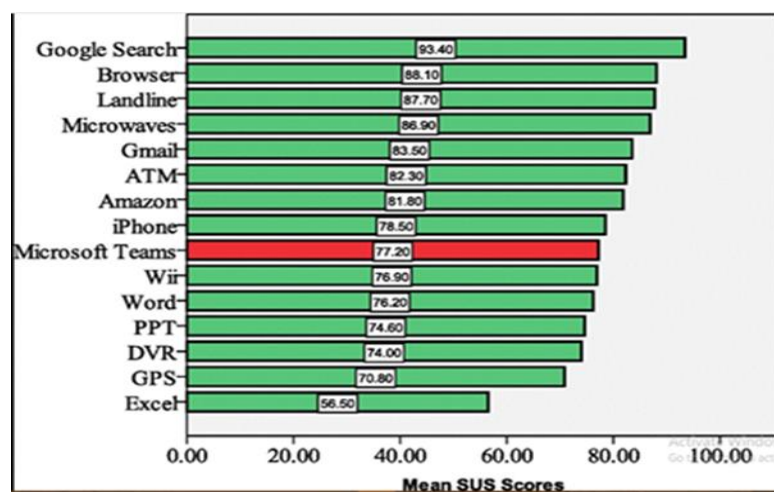
In order to know student satisfaction, it is necessary to survey the effectiveness of using Microsoft Teams media in the distance learning process. Based on Kotler's opinion, the customer's feeling of pleasure after enjoying the service from the manufacturer is an indicator of customer satisfaction (Kotler, P., & Keller, 2016). These feelings arise after customers compare the results obtained with their expectations (Kotler, P., & Keller, 2016). Student satisfaction in learning is very important because it can affect their enthusiasm for learning, their active role, and their achievement at school. Discourse on student satisfaction in learning covers many things, including the learning methods used by teachers, learning materials, learning environment, and teacher-student interactions.

Meanwhile, according to Tjiptono, satisfaction comes from the Latin "satis," meaning adequate or good enough, and "facio," meaning to make or do. Satisfaction means satisfaction (Fandy Tjiptono, 2014). The opinion of Tse and Wilton, as contained in Tjiptono's book, states that customer satisfaction is an evaluation of the suitability or discrepancy between consumer expectations/expectations with the service results they get. Consumers will experience dissatisfaction if the quality of service they receive is far below expectations. Feelings of disappointment arise because the performance results are below expectations.

Kotler said that measuring customer satisfaction can be done through four methods, one of which is a customer survey (Kotler, P., & Keller, 2016). From the survey, information will be obtained from customers about their impressions after receiving services from the manufacturer. Are they satisfied or not? The survey also analyzes the problems faced by customers when they benefit from the services provided by the manufacturer. Meanwhile, according to Sallis, a product or service is said to be of quality if it exceeds what they need and wants so that customers feel satisfied (Sallis, 2008).

Among the previous research findings are: researchers (Nilayani, 2020) found that 70% of students were dissatisfied with the facilities supporting online learning, but only 10% were satisfied. Unlike the research conducted by Redaputri (Redaputri et al., 2021), students who follow online learning are already satisfied and can understand the material even through online learning. Research from Septyarini (Septyarini & Cahya, 2021) states that technology mastery has a positive and significant impact on student satisfaction in online learning. Swasti (Swasti, 2020) mentioned that online learning using WhatsApp, Zoom, and Google Classroom applications can meet the needs of students to obtain information and interact with lecturers. With the various advantages and disadvantages of each platform, WhatsApp is more economical but less complete in terms of learning features. While Zoom requires a greater quota and, in some regions, a good network so that it is not interrupted when doing live streaming.

Figure 1. Comparison of SUS Scores of Commonly Used Products as Reported in Research



Source: (Kortum & Bangor, 2013)

According to the results of the study (Kortum & Bangor, 2013), out of 14 products that are commonly used in everyday life, Microsoft Teams ranks in the middle. This means that before Covid-19, Microsoft Teams was an application that was often used beyond GPS to guide travel, PPT for presentations, Word for writing articles, and others. Especially after Covid-19, which required everyone to reduce interaction, including the world of education, the decision to use Microsoft Teams for live interactive learning could be the best choice. Faisal's (Faisal et al., 2021) research states that Microsoft Teams are effective for online learning because they are equipped with a range of features that support students in following online learning.

Another research was conducted by (Pal & Vanijja 2020) in India in 2020 regarding the evaluation of the use of Microsoft Teams in learning entitled "Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance Model in India". Evaluate the perceived use-value of Microsoft Teams as an online learning platform during COVID-19 using the system usability scale and technology acceptance model in India. However, the focus of this study is to compare the use-value of using Microsoft Teams via mobile phones compared to the web version on a laptop or computer. The results show that mobile or web platforms have no effect on the usability aspects of Microsoft Teams.

Research conducted by Ismail (Ismail & Ismail, 2021) at universities in Malaysia that conducted online learning in the era of the covid 19 pandemic produced this study proposing an online education course on appropriate Microsoft Teams application models based on successful results. Meanwhile, the results of a survey conducted by (Maqableh & Alia, 2021) in Jordan regarding the evaluation of online learning at the student level from the start of the Covid-19 pandemic to the 3rd-semester running showed unsatisfactory results. A third of students surveyed, or more than 30%, experienced dissatisfaction with online learning. Among the causes are due to reduced focus, psychological problems, and management problems.

It is different in Hong Kong through research conducted by (Yau et al., 2022). Teachers and students are advised to set the same expectations for evaluating online learning so that there is good interaction between teachers and students, even though it is through the online world. So that the learning process is not stagnant and rigid, according to (Arbain Nurdin, 2016), it is imperative that the learning process begins to utilize technology. To achieve innovative, effective, and creative learning, it must innovate in terms of methods and learning systems.

The purpose of this study is to find out how well students' Bimbel Bintang Pelajar comprehension is in following the distance learning process with Microsoft Teams media to understand a lesson. So that student satisfaction, whose main goal is to understand a lesson that is followed, can be achieved. If students cannot take part in the online learning process with Microsoft Teams, then the goal of high-achieving and commendable-quality graduates certainly cannot be achieved.

From several existing studies, no research has been found that specifically measures the level of satisfaction of high school students in participating in distance learning in non-formal institutions such as tutoring (Bimbel) Bintang Pelajar through Microsoft Teams. This research focuses more on assessing student satisfaction in terms of their comprehension when participating in distance learning. Are they able to follow the learning process well, or do they have difficulty being able to follow the online learning process? The use of digital media in implementing the teaching and learning process has become a new way since the covid-19 pandemic. Like it or not, students are forced to follow it well. Of course, this is very unfavorable for the world of education if students are unable to take part in online learning properly. There must be sufficient representative data to find out how satisfied students are in participating in online learning, especially through Microsoft Teams as the medium chosen by Bintang Pelajar (BP). Therefore this research was conducted and presented for that purpose.

METHOD

The quantitative descriptive research method is the research method chosen by the author. Descriptive research is expected to be able to provide an overview of various events or occurrences that researchers find in an environment. According to (Sakaran, 2008), environmental conditions and characteristics can be known in depth through descriptive research. A description of the subject's condition is presented quantitatively in the form of numbers and graphics based on primary data sources obtained from the questionnaire.

The total population is 135 grade 12 high school students. The sampling method is by means of convenience sampling. The research object is student satisfaction in participating in distance learning through Microsoft Teams media. The time for research is from March 12, 2021, to March 28, 2021, at the Bintang Pelajar tutoring institution, whose head office is in Bogor, West Java.

Primary data was obtained by conducting a survey through questionnaires that were sent to 135 class 12 student respondents who attended guidance to enter a state university at Bintang Pelajar. Students filled out a questionnaire that was sent to them via the Google form shortly after they joined the learning process.

The primary data collected were 131 respondents who were willing to re-send feedback after learning. After the data is collected, it is processed quantitatively and displayed in the form of a frequency graph of how many students feel satisfied after participating in the distance learning process using Microsoft Teams. Secondary data was obtained from documents and information provided by Bintang Pelajar management and also through related journal articles. The data that has been presented in graphical form is then analyzed descriptively using the theory of customer satisfaction and discourse on student satisfaction in participating in learning.

FINDINGS AND DISCUSSION

Findings

The way to measure customer satisfaction, according to (Fandy Tjiptono, 2014), can be seen from six main concepts, namely:

1. Overall customer satisfaction According to this concept, how satisfied customers are with the products or services they receive from service providers can be measured by asking directly. Likewise, how satisfied when compared with products/services from competing companies.
2. Dimensions of customer satisfaction;
Measured by four steps, as follows:
 - a. Dimensions that are key to satisfaction are identified
 - b. Customers are asked to rate the product/service
 - c. Customers value the same competitors' products/services
 - d. Customers are asked to determine what is important in assessing their satisfaction.
 - e. Confirmation of expectation;

Customer satisfaction is assessed based on the suitability or discrepancy between the products or services received by customers compared to their expectations or expectations.

3. Repurchase intention (repurchase);

Measuring satisfaction with this concept is enough to ask questions of customers, are they willing to repeat orders or re-order the same product or service in the future? If willing, it can be concluded that the customer is satisfied.

4. Willingness to recommend (Customers are willing to provide recommendations);

This concept measures the willingness of customers to recommend the products or services they use to the people around them. It could be their family, neighbors, or friends. This is very profitable for companies, especially for products or services that have a relatively long lifetime.

5. Customer dissatisfaction (customer dissatisfaction);

Complaints, product returns or returns, warranty demands, product or service recalls, negative chain messages, and consumer switching to competing companies indicate customer dissatisfaction.

It is used to ask directly to students whether they can follow each learning process properly to measure student satisfaction, what obstacles they experience when participating in the learning process, and whether there are any complaints they convey. Complaints can be related to learning media, the teacher's method of teaching, or something else. From the survey content conducted by student star management, it has included the problems faced by students. For example, about what number you can't understand. So that management can take specific and targeted corrective steps.

The results of a student survey based on IQ psychological test scores conducted by Bintang Pelajar are as follows:

Table 1. Distribution Of Respondents' IQ

No	IQ	Classification	Total Student
1.	≥ 120	Superior	Four students
2.	$110 < IQ < 120$	Above the average	Five students
3.	$100 < IQ \leq 110$	Average over	16 students
4.	$90 \leq IQ \leq 100$	Average below	26 student
5.	$80 < IQ < 90$	Below the average	24 students
6.	$67 < IQ < 80$	Slow learner	21 students

Source: Bikon BP (processed by the author)

From these data, it can be seen that students who belong to the superior category are only four people, or 4.2% of the total students. At the same time, the most is the lower average. It can be assumed that it takes hard work for the teacher to understand students' concepts or explanations of

the questions being taught. Moreover, the teacher's explanation is carried out indirectly face-to-face, which makes it very possible to see, correct, and have direct contact with students. However, the teacher's explanation was separated and carried out using Microsoft Teams media. Students in the slow learning category, totaling 21 people with a percentage of 21.9% of the total students, are feared to have difficulty following the online learning process. Can they follow the distance learning process with Microsoft Teams media? Valid data is needed to answer it.

Questionnaires were sent via Google Forms to get responses from students participating in distance learning through the Microsoft Teams application. Link transfer via the WhatsApp application to each student (without random) after the KP (*"Kegiatan Pembelajaran"/*Learning Activities) took place. The following table shows the distribution of class 12 respondents:

Table 2. Distribution of Respondent Groups

Timestamp	Total Groups	Total Fields of Study
3/12/2021 10:57:08	IPA 1	PHYSICS
s/d	IPA 2	CHEMISTRY
3/28/2021 20:30:46	IPA 3	BIOLOGY
	IPS 1	MTK IPA
		HISTORY
		ECONOMY
		GEOGRAPHY
		SOCIOLOGY
		TPS PPU ING
		TPS PU
		TPS PPU IND
		PBM TPS
		TPS PK

Source: QC BP (processed by the author)

The Science group received online teaching materials in the form of Science, Mathematics, Physics, Chemistry, Biology, TPS PPU England (Scholastic Potential Test for Knowledge and General Understanding of English), TPS PU (Scholastic Potential Test for General Reasoning), TPS PPU Indonesia (Scholastic Potential Test for Knowledge and General Understanding of Indonesian), TPS PBM (Scholastic Potential Test of Reading and Writing Comprehension), TPS PK (Quantitative Knowledge Scholastic Potential Test). Meanwhile, the IPS group received online teaching materials in the form of Economics, History, Geography, Sociology, TPS PPU Inggris (Scholastic Potential Test of Knowledge and General Understanding English), TPS PU (General Scholastic Reasoning Potential Test), TPS PPU Indonesia (Scholastic Potential Test for Knowledge and General Understanding of

Indonesian), TPS PBM (Scholastic Potential Test for Reading and Writing Comprehension), TPS PK (Scholastic Potential Test for Quantitative Knowledge).

Even though it is online, Bintang Pelajar still divides classes into small groups. For the science group, a maximum of 20 people is divided into three groups. Meanwhile, the IPS group consisted of 27 people and was made into 1 group. Small groups, like offline classes, in general, are still enforced in online classes to get maximum results. Teacher supervision of the students being taught remains affordable. Student questions and answers with teachers can be served well. In contrast, large groups with a capacity of 100 people or more, even though online, is possible for that. If there are too many online participants, it will be difficult to supervise and monitor teachers. Not all students get a fair proportion of questions and answers. This will impact student satisfaction in following the learning process.

After the learning activity process (Learning Activities) is complete, students are asked to provide feedback in the form of filling out a Google Form questionnaire and sending a link via WhatsApp. The form of the questionnaire is as follows:

Table 3. Questionnaire Questions

1. Can students follow the explanation of the material presented by the teacher?
a. Can follow very well
b. Can't follow because it's too fast/not clear enough
c. Not bad to follow well
<i>(multiple choice)</i>
2. Which number did you not understand or didn't understand?
<i>(brief entry)</i>
3. Meeting date
<i>(select date)</i>
4. Study Day
<i>(brief entry)</i>

Source: BP QC

From the questionnaire questions, the BP management wanted to know whether students could follow the explanation of the material presented by the older teachers. The long-distance does not allow older teachers to directly physically monitor the teaching and learning process. With three choices, namely: can follow very well, cannot follow, and can follow well enough. In addition, a questionnaire room was also provided for students to submit complaints about questions that were not yet understood so that it could be more specific in providing solutions.

After the data was entered by 131 respondents and processed through the Microsoft Excel application, the following results were obtained:

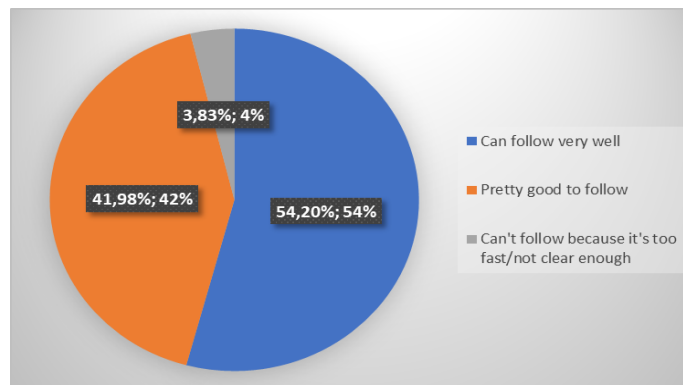
Table 4. Respondent Questionnaire Answer

Survey Results	
Seventy-one respondents chose to answer a. Can follow very well	
Five respondents chose answer b. Can't follow it because it is too fast/not clear enough	
Fifty-five respondents chose answer c. Pretty good to follow	
Total Respondent	131
	respondents
a. Can follow very well	54,20%
b. Can't follow because it is too fast/not clear enough	3,82%
c. Pretty good to follow	41,98%

Source: Primary Data From Respondent

When the data is presented in graphical form, it will be illustrated as follows:

Figure 2. Percentage of Student Satisfaction



Source: Primary Data (processed by the author)

Discussion

In this research, based on the author's findings which are depicted in Figure 1, From the picture, if you add up the percentage of student satisfaction is 96.18%. This means that the use of Microsoft Teams in the distance learning process can be well received. Even 54.20% exceeded their expectations by choosing answer (a), which reflects very well. This group feels very satisfied because they get services above their expectations. Meanwhile, 41.98% of students were satisfied because it met their expectations. Only 3.82% of students were disappointed because they could not follow the learning activities properly because it was too fast or unclear. Special handling is needed by providing additional programs outside of regular hours. To treat disappointment and meet the expectations of those who are dissatisfied, BP offers additional classes and consultations with

teachers and counseling that has been provided by the student star management.

The concern that 21.9% of students who are slow learners will have difficulty following distance learning through Microsoft Teams media turns out to be unfounded. Only 3.82% could not follow the lessons properly because the teacher felt that the teaching was too fast or unclear. It could also be due to unstable signal technical problems.

From the survey results can be assessed the level of customer satisfaction. Customers will be disappointed if the service provided does not meet expectations. If it exceeds expectations, they will be very satisfied, and if it is the same as expectations, they will be satisfied (Kotler, P., & Keller, 2016). In the world of education, students hope that every learning process they follow is able to understand the lessons conveyed by the teacher. In the face-to-face learning process, students can feel the teacher's presence directly, can consult and ask questions personally, and can emulate the teacher's behavior. Meanwhile, in the distance learning process, it certainly has limitations on teacher-student interaction. According to that concept As stated by Kotler and Keller above, distance learning through Microsoft Teams media can be said to be able to provide satisfaction to students if students are happy, able to follow the learning process well, and students' expectations when learning is gained an understanding of a concept can be obtained.

According to (Sallis, 2008), if the product or service satisfies and exceeds what customers need and want, then the product or service is said to be of high quality. When it is related to the learning system, good learning quality is when students are able to follow and capture every learning process they follow. So distance learning with Microsoft Teams media can be said to be of high quality.

Providing satisfaction to customers for their desired needs as efficiently as possible is the goal of Total Quality Management (Hanik, 2011). Students must feel satisfaction with the learning process obtained as the core part of which the outcome will be formed.

Quoting the statement of Witcher (1990) (Aina, 2012), Total Quality Management can be simplified as follows. Consists of the words Total, Quality, and Management which means:

1. Total: all parties are involved, including customers and suppliers. Involvement of all parties, both customers and service providers.
2. Quality: suggesting that the customer's needs are met as specified. Efforts to provide specific results as expected by the customer

3. Management: demonstrating the commitment of senior executives. Commitment from senior management to move all elements of management to achieve common goals.

Distance learning using Microsoft Teams media was able to provide a significant level of satisfaction to students. Initially, Microsoft Teams actually functioned as a new chat-based workspace in Office 365. Microsoft Teams can virtually unite communities, both business and educational communities, with various instruments that can facilitate their activities. In 2016, Microsoft Teams preview was available in 18 languages in 181 countries for commercial customers with Office 365 enterprise or business plans and was only publicly available in the first quarter of 2017 (Koenigsbauer, 2016).

This satisfaction can be felt by students, among others, because of the completeness of the features possessed by Microsoft Teams. This makes the online learning experience feel like offline learning. The vertical menu located to the left of the layer contains activities, chat, team, and calendar, and for educational purposes, an assignment menu is added, which allows the teacher to send assignments in the room, and students can immediately access them according to a set schedule. The main screen consists of a content screen that will display the selected content. The horizontal section at the top contains search fields, profiles, application settings, and back and forward buttons (M. Teams, 2021).

The way Microsoft Teams works is that the vertical section displays the Microsoft Teams main menu button. When students select it, the contents of the main content area will display the view as selected. Here are the toolbar buttons:

- Activity menu

Displays a summary of the activities that occurred from all the teams that were followed.

- Chat Menu

Displays the most recent conversation at the very top of the list of conversations that have been made by the user. To display on the main screen, you can click on the desired conversation.

- Teams menu

Displays a hierarchical list of all followed teams. Users can also create new teams and add new members to the created team. For example, you will create a new class for Mathematics. After the team was formed, students who were members of the math class team were added.

- Calendar Menu

Displays weekly and daily calendars with schedules listed in them. Users can schedule new meetings or attend meetings that have been scheduled by the organizer or by the teacher concerned. Scheduled meetings can be selected only once or repeated every week and can be arranged in the schedule menu.

- Call menus

Users can use this menu to summon team members. There is also a history of calls and voice messages.

- File menus

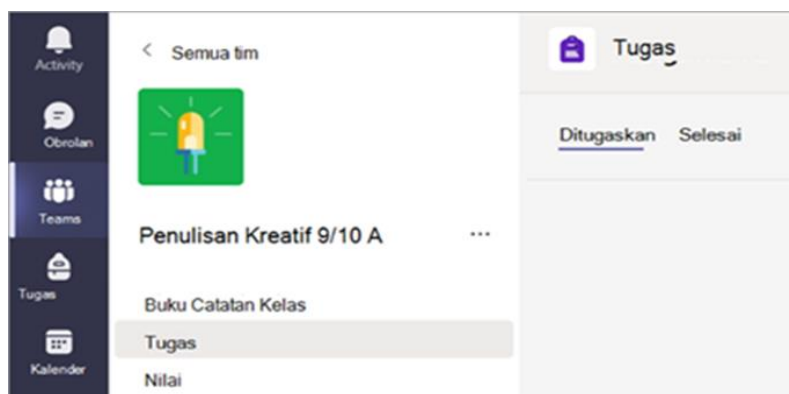
This menu can save files and download files from the team you follow. For example, there is a material file that has been taught by the teacher, which can be seen in this menu.

The use of Microsoft Teams is now increasingly widespread, apart from for business purposes as well as for distance learning purposes. So a new menu was created by Microsoft Teams on the left vertical part of the screen in the form of an 'assignments' menu. This menu is sufficient to represent learning activities as well as learning held in offline classes.

Select the task menu to turn in the assignment. Assignment submission status can be on time, late, or submitting revised work.

1. Navigate to the desired class team, then select Assignments. To search for assignments based on keywords, students can also use the search bar.
2. Assigned Jobs will be displayed in order of due date. Select any task card to open it and view details for that task.

Figure 3. Task Menu on Microsoft Teams



Source: support.microsoft.com (P. M. Teams, 2021)

3. Teachers can save files or other documents related to the task by selecting + add work then the file is uploaded in the menu.
4. To submit assignments, you can select the activate button before the predetermined time range

When class starts, the teacher can display the material being taught to students, either in the form of PowerPoint, Ms. Word, or whiteboard form. The teacher can freely provide notes on each presentation slide with the addition that has been provided by the star students or those that are owned by the teacher concerned. Answer questions, and write important points from each concept being taught.

Teachers and students can meet face to face, even through cyberspace, by turning on the video menu on the main screen. So that the teacher can monitor the state of students, whether they are sleepy or playing outside the lesson. To avoid unnecessary sound during the lesson, the teacher can ask each student to turn off the microphone for each student, or it can also be deactivated by the teacher as the class organizer. And just turn on the microphone when you want to ask or answer the teacher's question so that the class atmosphere can be conducive.

CONCLUSION

Student satisfaction can be achieved by following the distance learning process using Microsoft Teams media. There are 54.20% of respondents who are very satisfied, meaning that they can follow the learning process very well above expectations. While 41.98% of respondents were satisfied, meaning that they could follow well according to expectations. However, 3.82% of the respondents were dissatisfied, meaning they could not follow the lesson because it was too fast or unclear. As a support for student satisfaction, mentoring programs outside of online classes also need to be carried out, such as tracing student interests and talents so that there are no mistakes in choosing majors which result in not meeting student expectations in the intended majors. And this has been done intensively by the Bintang Pelajar tutoring through counseling guidance.

For further research, a survey of the factors that influence student satisfaction in participating in distance learning can be surveyed. And the strategy of educational institutions to maintain customer satisfaction in the digital era is to continue to produce high-achieving and commendable student outcomes.

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