Social Studies Thematic Learning Difficulty Analysis Through Microsoft Teams

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Abstract

This research is a qualitative research with a case study approach about the difficulty of learning online-based thematic social studies through the Microsoft Teams application for fourth grade students of SDN 02 Pangongangan. The purpose of this study was to determine the factors that cause students to have difficulty learning thematic through the Microsoft Teams application for grade IV students of SDN 02 Pangongangan. The data collection techniques used are observation, interview, and documentation. The results of this study can be stated as follows: (a) in the process of thematic learning through the Microsoft Teams application, it can run well; (b) factors that influence the difficulty of learning thematic through the Microsoft Teams application are internal factors which include students' intellectual abilities, student interests, student motivation and external factors which include learning media, school facilities and infrastructure and family environmental conditions; (c) solutions offered by researchers include applying interesting and varied methods and learning, applying more varied learning media and increasing the preparation of learning tools more optimally, especially in thematic learning.

Keywords: Thematic Learning Difficulties, Microsoft Teams, Elementary School

Introduction

Thematic learning is a subject that must be studied by students at the elementary school level, both from low and high grades. Thematic learning is learning that integrates various subjects into various themes (Ain, 2017). The goal is to provide complete learning to students as reflected in the various themes studied (Ika et al., 2020). According to Trianto (in Faizal & Febrianto, 2016), thematic learning is integrated learning that uses themes to link several subjects so as to provide meaningful learning experiences to students. Because in thematic learning, students must understand a concept that they learn always through direct experience and connect it with other concepts they have mastered. So learning the basic process of human life development. By learning, humans make individual qualitative changes so that their behavior develops. All activities and achievements of human life are nothing but the result and learning. Another opinion says thematic learning is learning that is carried out by linking several subject concepts through a theme so that it is easily understood by students (Yuliantini et al., 2020).

Translated with www.DeepL.com/Translator (free version)The implementation of education and teaching from education to higher education will only be effective if managed by professional education personnel and teachers. More specifically in learning according to Slamento (in Faizal & Febrianto, 2016), states that learning is a process of effort made by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with the environment. There are so many online learning media that have been used by teachers in delivering learning messages to their students.

One of the popular alternative learning applications used today is Microsoft Teams. Microsoft Teams is one of the online learning media applications which has been designed in Microsoft. Microsoft Teams is a digital center that brings together conversations, content, assignments, and applications in one place, allowing teachers to create a dynamic learning environment. (Situmorang, 2020) Microsoft Teams aims to provide a distance learning experience like learning in the classroom that is personal, participatory and social. The use of Microsoft Teams allows students and teachers to stay in touch and help each other through conversation, so that learners can feel like they are using face-to-face meetings. Teachers can use

homework to track student progress in daily work. And, just like in the classroom, teachers can use apps and team features to support the way they work (Situmorang, 2020).

When online learning through online learning media, there will certainly be many various obstacles faced, ranging from technical problems to problems in the learning process such as networks, quota costs that are quite expensive, operating applications (Micrososft Teams, Zoom, Google Meet, Goggle Clasroom, Edmodo) with the correct procedures, such as not turning on the mute (microphone) when listening so as not to store, how to display PPT/documents, so that it still causes low participation in students in the learning process (Syaharuddin, S., 2020). Online learning is a new way in the teaching and learning process that utilizes electronic devices, especially the internet in the delivery of learning. Based on this exposure, there is a research interest in conducting research entitled "Learning Difficulties in Thematic Social Studies Learning Through Microsoft Teams".

Method

The type of research used in this research is qualitative research with a case study approach. According to Moleong (2017), qualitative research methods are research methods used to research on natural object conditions that emphasize data that contains meaning, where meaning here is interpreted as actual data. While descriptive research is data collection in the form of words, pictures, and not numbers, in this study there are data quotes that are used as an illustration in its presentation.

The location of this research will be conducted at SD Negeri 02 Pangongangan Madiun City. This research was conducted at the school because the school is one of the schools that has implemented a learning system using the Microsoft Teams application where most of the students have difficulty learning in online learning with the application so that their learning outcomes can be said to not meet standards, especially in thematic learning.

A data source is something that can present information relating to an action and data. In qualitative research, research data sources consist of 2 types, namely primary data and secondary data (Faizal & Febrianto, 2016). 1. Primary data sources are data sources that can provide data directly to data collectors. Primary data source in this study are Class IV teachers, and fourth grade students of SDN 02 Pangongangan. 2. Secondary data sources are data sources that cannot directly provide data to data collectors, for example through intermediaries or through documentation. Secondary data sources in this study are lesson plans, syllabus, student learning outcomes, and photos of documents in class IV SDN 02 Pangongangan. The instruments used in this research are interview guidelines, observation guidelines, and documentation on online-based thematic learning difficulties through the Microsoft Teams application. The data collection techniques used in this research are interviews, observation and documentation.

Data validity in qualitative research is a process of testing the validity of data. Data validity can be seen through inspection techniques. In this study, the examination technique used triangulation. According to Sugiyono (2013) triangulation is a combination of several existing data collection techniques and data sources. The triangulation used in this research is technical triangulation.

Data analysis used in qualitative research is before going to the field (pre-field), during field implementation, and after field implementation. Data analysis in this study uses the stages of data collection, data reduction, data presentation, and conclusion drawing.

Results and Discussion

Data collection has been carried out by researchers on social studies thematic learning activities through the Microsoft Teams application implemented at SDN 02 Pangongangan, with the results of the research compiled based on the results of observations during the thematic learning process through the Microsoft Teams application and strengthened by the results of interviews with the fourth grade teacher and students and accompanied by documentation during the research process. This study focused on several aspects including the learning process using the Microsoft Teams application in thematic learning, the obstacles experienced by students during thematic learning of social studies through the Microsoft Teams application, and efforts to overcome the difficulties of online-based thematic learning through the Microsoft Teams application for grade IV students of SDN 02 Pangongangan. In this study, researchers took research subjects as many as 6 students in class IV and the fourth grade teacher who was selected as the research subject. The selection of 6 students as the subject of this study is based on the results of the scores that students got before.

1.Thematic Learning Process of Social Studies `Through Microsoft Teams

Based on the results of observations or observations related to the teaching and learning process on thematic learning using the Microsoft Teams application. Thematic learning material is carried out in class

IV. From the results of the analysis of lesson plans and syllabus documents, researchers will adjust the procedures for using the Microsoft Teams application in ongoing learning and the use of media with lesson plans and learning objectives, this is in accordance with the opinion (Pratiwi, 2022) that planning is an absolute requirement in the teaching and learning process, in the lesson plan must include learning objectives, as an indicator of students understanding the material. The thematic learning process through the Microsoft Teams application for Class IV Students of SDN 02 Pangongangan in this study is in accordance with the lesson plans and learning objectives made by the teacher. In this case, the teacher has done the learning well and used Microsoft teams according to the material taught which can clarify the material taught. This is in accordance with research conducted by Ralph Buchal (2019) which states that the use of Microsoft teams rated their collaborative skills as good to very good and felt that this project was effective in developing these skills. They feel comfortable giving and receiving feedback and sharing their contributions openly. They found MS Teams very useful, and better than alternative platforms for key tasks including messaging, file sharing, and collaborative writing.

2. Factors Causing Social Studies Thematic Learning Difficulties Through Microsoft Teams Application

Learning difficulty is a situation where students have not been able to master the subject matter optimally and experience delays when doing assignments within a predetermined time due to various factors that influence it. According to Yeni (2015), this learning difficulty is a disorder that actually exists in children related to general and specific tasks, which is thought to be caused by neurological dysfunction factors, psychological processes or other causes so that children with learning difficulties in a class show low learning achievement.

Based on the research conducted, it can be seen that students who have high rankings do not experience difficulties in the online-based thematic learning process through the Microsoft Teams application so that they have maximum learning outcomes. From the research conducted, it can be seen that students who have high rankings are also supported by family conditions that are able to provide learning facilities in the form of cellphones, WIFI / quota, and other supporting facilities so that students do not experience difficulties in the online learning process carried out. Meanwhile, students who have medium and low rankings more often experience difficulties in the online-based thematic learning process through the Microsoft Teams application so that the learning outcomes obtained still do not meet the specified KKM of 75 where 80 for the average results of the learning outcomes of grade IV students of SDN 02 Pangongangan after learning is 68.78.

Based on the research conducted, it can be seen that there are difficulties in learning online-based thematic learning through the Microsoft Teams application for grade IV students of SDN 02 Pangongangan which includes internal factors and external factors. Judging from internal factors, the obstacles experienced by students are in the form of low student interest, lack of student motivation, student learning styles and and lack of student intellectual abilities in online learning using the Microsoft Teams application. This is also in accordance with research conducted (Layn, 2022). difficulties using Microsoft Teams are also influenced by internal factors, one of which is the lack of motivation of students. In the thematic learning process using the Microsoft Teams application, it can be seen from the interest that is still relatively low, making the learning process not run properly. Students who have a low interest in learning will feel lazy and bored in participating in the learning. Students tend to prefer to skip class rather than have to take part in learning. So interest in learning in these students is a very important thing that must be considered by the teacher in a learning process using the Microsoft Teams application. Furthermore, namely the low motivation of students to learn. Based on the research that has been conducted, it can be seen that the learning motivation of fourth grade students of SDN 02 Pangongangan is different, some have high learning motivation and some have low learning motivation. Students who have high learning motivation will tend to be enthusiastic in participating in learning. Conversely, students who have low learning motivation do not have enthusiasm in participating in learning so that they will experience difficulties in learning. In addition, another internal factor is the intellectual abilities possessed by students.

Based on the research that has been conducted, it can be seen that grade IV students of SDN 02 Pangongangan have different intellectual abilities. Students who have high intellectual abilities will not experience difficulties when operating the Microsoft Teams application in learning so that they can follow the learning smoothly. Conversely, students who have low intellectual abilities will experience difficulties in operating the Microsoft Teams application so that it can affect the difficulty in following the thematic learning process using the Microsoft Teams application. In the implementation of thematic learning through the Microsoft Teams application, students' understanding of operating the learning application is still relatively very low, so that during the learning process there are some students who do not follow the

learning. The implementation of thematic learning through this application is assisted by learning media, the media used is sway and for evaluation in the form of google forms. With the existence of learning media, it aims to make it more fun and can make it easier for students to understand the material that has been given.

As for learning difficulties in terms of external factors, namely the family environment such as the lack of supporting facilities and infrastructure along with the lack of parental participation in helping the learning process take place in students' family conditions, where not all parents of students can provide supporting facilities in the implementation of thematic learning through the Microsoft Teams application such as buying cellphones, internet / wifi quota packages, and other supporting facilities. In addition, not all locations from students' homes have a strong internet network, so for students who are located on a weak internet network, they will move to a location that has a strong internet network. For other external factors, namely the school environment. Where in this study the school is less able to provide assistance related to the implementation of learning so that the fulfillment of infrastructure in thematic learning using the Microsoft Teams application must be fulfilled by themselves. Therefore, in the application of thematic learning using the Microsoft Teams application, there must be cooperation from the teacher with the parents of students for the smooth running of the learning process.

3. Efforts to Handle Online-Based Thematic Learning Difficulties through the Microsoft Teams Application

Based on the results of observations, interviews and documentation, there are student difficulties about online-based thematic learning through the Microsoft Teams application, therefore efforts are needed to improve student understanding of this learning, among others:

1. Applying interesting and varied learning methods. Learning methods are very important in learning as well as in this research. The application of inappropriate learning methods will cause learning to run less smoothly. Therefore, in this study teachers will try to use other research methods that are considered more interesting so that the thematic learning process using the Microsoft Teams application can run smoothly and have no difficulty in its implementation. This is in line with the opinion (Putri & Oktaviani, 2022) stating that there are things that are considered so that Microsoft teams can be used effectively, among others, need to use interactive and varied methods.

2. Applying more varied learning media, learning media is very important in learning. This is because the application of learning media will make learning more interesting and can help students understand the material explained by the teacher. Likewise in this study, where the teacher in learning applies Sway media. And it turns out that the use of this media is felt to have not had the maximum impact. This is evidenced by the fact that there are still some students who feel bored and lazy in participating in learning. Therefore, at the next meeting the teacher plans to use other learning media that are more interesting.

3. Teachers prepare learning tools more optimally Before carrying out learning, teachers are required to make complete learning tools. This is because the learning is in accordance with the provisions set by the teacher. Where in this study teachers have been able to make good learning tools and in accordance with predetermined provisions. However, even though the learning tools that have been made are good, they still cannot maximize the learning process. Therefore, the teacher plans to make better learning tools, especially lesson plans.

4. Using learning applications that are more interesting and easy for students to understand. The use of applications is a support in online learning. Therefore, every online learning implementation, the teacher will include the use of an application in facilitating the implementation of the online learning. Where in this study using the Microsoft Teams application, which although the application is considered quite good, but still not optimal. This is evident from the fact that many students find it difficult to operate the Microsoft Teams application, so that it has an impact on student difficulties in the learning process. Therefore, teachers try to use other applications that are considered easier to use by students so that they can facilitate the implementation of the online learning process.

Conclusion

Based on the results of research and discussion, conclusions can be drawn related to IPS thematic learning difficulties through Microsoft Teams application as follows: In the online-based thematic learning process through the Microsoft Teams application can already run well, students who have a high class rank have no difficulty in the thematic learning process through the Microsoft Teams application, so they get high scores. For students who have a medium rank have difficulties, especially in terms of operating the Microsoft Teams application and lack of learning motivation. As for students who are in the low ranking category, they

experience many learning difficulties so that the scores obtained are low, The factors that cause learning difficulties in online-based thematic through the Microsoft Teams application are two factors, namely internal and external factors, Efforts to improve students' understanding of learning include 1) applying interesting and varied learning methods, 2) applying more varied learning media, 3) teachers prepare more learning tools more optimally 4) using learning applications that are more interesting and easy for students to understand.

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