# Effect of the Application of Learning Media Microsoft Teamms on Students' Learning Motivation in Basic Accounting

**Siti Murtasiya Alwy[1], M. Yusuf A. Ngampo[2], Sahade[3]**

Development Economic Study Program Faculty of Economics and Business, Makassar State University, Indonesia

**A R T I C L E   I N F O**

**ABSTRACT**

This research aims to determine the effect of implementing learning media microsoft teamson students' learning motivation in basic accounting subjects at SMA Negeri 12 Gowa. The variable in this research is the application of learning media microsoft teams as independent variable and learning motivation as dependent variable. The population is all students of class XII IPS SMA Negeri 12 Gowa consisting of 71 students. Sampling technique l using the technique random samplings many as 42 students. Data collection techniques used are observation, questionnaires and documentation. The data analysis technique used is descriptive percentage analysis, instrument test consisting of validity and reliability tests and hypothesis testing consisting of simple linear regression analysis, t-test and efficient coefficient of termination ($R^2$) by using SPSS 25 for Windows.Based on the results of the data analysis that has been carried out, the model l simple linear regression equation $Y = 23.753 + 0.468X$ is obtained, which means the application of learning media microsoft teams has a positive effect on learning motivation in which each addition is 1 value of the application of learning media microsoft teams, then the value of student motivation has increased 0.468. From the results of the analysis is the efficient coefficient of termination ($R^2$) obtained the value of $R^2= 19.9\%$ which means the application of learning mediamicrosoft teamshas a contribution to student learning motivation of 19.9 percent while the remaining 80.1 percent is influenced by other factors. While the results of the t-test analysis obtained a significant value of 0.003 <0.05, which means the application of learning mediamicrosoft teamssignificant effect on motivation to learn, thus the hypothesis is accepted.

***Corresponding Author:***

**Siti Murtasiya Alwy**
Department of Accounting Education,
Makassar State University, Makassar, Indonesia
Email: stmurtasyaalwy06@gmail.com

## 1.   INTRODUCTION

The implementation of online learning for class XII students of SMA Negeri 12 Gowa majoring in social studies in basic accounting subjects encounters various obstacles such as lack of interaction between education and students and lack of supervision in the learning process as well as being less practical and effective which makes students overwhelmed because learning is not well organized in

one system so that it requires new learning media that can organize learning in one container like microsoft teamsas one of the media that can motivate students.

According to (Moersid & Triyana, 2022) "Microsoft Teams is a chat collaboration that has complete features and supports all activities that can make communication and the learning process more effective, convey material more easily, learning is more interesting and creative in the online learning process. Application of learning mediamicrosoft teams should be implemented as well as possible by paying attention to several indicators. "There are seven indicators in learning media Microsoft Teams that is chat, audio, videos,meetings, files, live events and other device connections" (Moersid & Triyana, 2022).

According to (Hilir, 2021) "One urgency the use of learning media is to arouse the attention and motivation of students and improve the results of the learning process. The selection of learning media is very important, because with the existence of media that supports in carrying out interesting learning. The motivation that students have will greatly determine the results to be achieved from learning activities. There are six indicators that affect student learning motivation, including: 1) The desire and desire to succeed, 2) The existence of encouragement and need in learning, 3) The existence of hopes and aspirations for the future, 4) There is an award in learning, 5) There are interesting activities in learning, 6 ) The existence of a conducive learning environment. (Uno, 2017).

In this case, the writer decided to do a pre-research with a questionnaire sheet based on likert scale. Based on data collection that has been carried out using a questionnaire on Class XII IPS students at SMA Negeri 12 Gowa as many as 50 students. Then obtained the application of learning media microsoft teams in class XII IPS students at SMA Negeri 12 Gowa has an average indicator percentage of 20%. And classified as very low (0% -20%) based on the criteria of the percentage of respondents' responses. While learning motivation has an average percentage of 75%, it is included in the high category (61% -80%) which is based on the criteria for the percentage of respondents' responses (Arikunto, 2018)

Based on these data shows that the application of learning media microsoft teams negative effect on motivation to learn. This is not in line with the theory put forward by Puspitasary, et al (2021) "Interaction in distance learning is easier to do by using an applicationmicrosoft teams, educators can create an enthusiastic environment that can arouse student learning motivation. And it is not in line with research conducted by Dewi (2022) which says that the application of learning media uses Microsoft Teams very effective and has a positive effect on learning motivation in Class XI IPS at SMA Negeri 18 Surabaya.

Based on the description above, the writer is interested in conducting research entitled"Effect of Application of Learning Media Microsoft Teams on Student Learning Motivation in Basic Accounting Subjects at SMA Negeri 12 Gowa"

## 2.    RESEARCH METHOD

### 2.1.  Research Approach

The research approach used is quantitative, by concluding data using research instruments and analyzing quantitative data.

According to Moersid & Triyana (2022:2) "There are seven indicators in learning media microsoft teams that is chat, audio, videos, meetings, files, live events and other device connections".

1) Chat, microsoft teamschat based platform. Users can sendstickers, GIFs,textstandard ones and emoji throughchatin a mannergroupnor personal.
2) Audios, is a media that contains messages in an auditive form that can stimulate the thoughts, feelings, attention and willingness of students to learn teaching materials.
3) Video, is one of the media that displays motion. The messages presented can be factual or fictitious, informative, educative and instructional. Video media is one type of media developed for more interesting learning purposes.
4) Meetings, users can hold meetings anywhere and anytime and of course it can be adjusted using the reminders that have been provided inmicrosoft teamsand if the reminder time is almost here, a notification or notification will appear.

5) Files, users can usefilesanything in collecting assignments or assigning tasks that are included in microsoft365 and also students can easily findfiles any material that has been uploaded by the teacher and also functions as a school archive, so that whenever it is needed, the school still has an archive.

6) Live Events, users can extend the conference with this feature for freelivefor large meetings, webinars or large events up to 10,000 attendees at once.

7) Connection of Other Devices, users can connect 2 or more devices to make it easier for students in the learning process microsoft teamseither by using a laptop or mobile phone by simply entering an account microsoftAndpasswordaccount.

According to Uno (2017: 23) indicators of learning motivation include: "there is a desire and desire to succeed, there is encouragement and need in learning, there are hopes and aspirations for the future, there is appreciation in learning, there are interesting activities in learning and there are conducive learning environment."

1) The desire and desire to succeed, is something that comes from within the student concerned. Students who have a desire to succeed tend to try to complete assignments thoroughly without delaying their assignments.

2) The existence of encouragement and need in learning, is an internal state that causes students to try to achieve it. An unsatisfied learning need will create a drive within the individual to achieve it. This encouragement creates the need for students to learn.

3) The existence of hopes and aspirations for the future, is a target to be achieved in the future. This target is not the same for all students. This target is defined as the goal set for an activity that contains meaning for students.

4) There is an award in learning, is an award given to students for the work or learning outcomes obtained by these students. Awards can be in the form of gifts or statements of praise. This is an easy way to increase student motivation. Giving awards to students who excel can also provide motivation to other students to improve the quality of their learning.

5) There are interesting activities in learning, the teacher plays an important role in creating an interesting activity in the classroom, for that you must have creativity both in the way of presenting subject matter and how to evaluate students. Teachers can use a new and interesting media in conveying material or use games to evaluate students so as to motivate students to take lessons.

6) The existence of a conducive learning environment, The student learning environment is an element that comes from outside the student, namely the family, school and community environment. In the school environment it can affect student learning motivation which includes facilities and infrastructure, educators and class conditions. Meanwhile, in the family environment, for example, family conflict.

## 2.2.  Research design

This research is a quantitative research because the presentation of data is done by using statistical formulas. The object of this research is SMA Negeri 12 Gowa. Data collection techniques in this study were observation, questionnaires and documentation. The data analysis technique used is descriptive analysis of percentages, instrument testing and hypothesis testing.

## 2.3.  Research Instruments

The research instruments used were observation, questionnaires and documentation. Observations are carried out by direct observation of what is happening in the field. The questionnaire used in this study was a closed questionnaire, namely a questionnaire that was equipped with answer choices so that students only marked the answers they had chosen. Questionnaires are used to obtain information regarding the application of instructional media*microsoft teams*on students' learning motivation in basic accounting at SMA Negeri 12 Gowa. While the documentation is used to obtain written data regarding the general description of SMA Negeri 12 Gowa.

## 2.4.  Data analysis

Analysis of the data used in this study using quantitative analysis. Because the data obtained is presented in the form of numbers. Quantitative data acquisition results are processed using statistical analysis. The object of this research is SMA Negeri 12 Gowa. The population in this study were all class XII students majoring in social studies at SMA Negeri 12 Gowa. The sampling

technique uses the technique *random sampling*with a sample of 42 students. Data collection techniques using observation, questionnaires and documentation.

## 3. RESULTS AND DISCUSSIONS
### 3.1. Research result

The results of the research are based on distributing questionnaires regarding the application of learning media *microsoft teams*described by descriptive statistical analysis of the percentages contained in the following table.

**Table 1.** Conclusion of Respondents' Responses About the Application of Learning Media Microsoft Teams

| No | Indicator | Score Aktual | Score Ideal | (%) Score Aktual | Ket |
|----|-----------|-------------|------------|------------------|-----|
| 1 | Chat | 264 | 420 | 71 | Tall |
| 2 | Audio | 445 | 630 | 71 | Tall |
| 3 | Video | 305 | 420 | 72,5 | Tall |
| 4 | Meeting | 304 | 420 | 72,3 | Tall |
| 5 | File | 296 | 420 | 70,4 | Tall |
| 6 | Live Events | 287 | 420 | 68,3 | Tall |
| 7 | Other Devices | 300 | 420 | 71,4 | Tall |
| | **Average** | **314,4** | **450** | **71** | **Tall** |

*Source: Results of Questionnaire Data Processing*

Based on table 1 shows that the results of the actual percentage score of the application of learning media microsoft teams obtained the percentage of an average score of 71 percent which is classified as high. Even so, there are still 2 indicators that are still below the average percentage of actual scores, namely indicators files and live events.

The results of the descriptive analysis of learning motivation variables are as follows.

**Table 2.** Conclusion of Respondents' Responses About Learning Motivation

| No | Indikator | Score Aktual | Score Ideal | (%) Score Aktual | Ket |
|----|-----------|-------------|------------|------------------|-----|
| 1 | The desire and desire to succeed. | 370 | 630 | 58,6 | Enough |
| 2 | The existence of encourage- ment and need in learning. | 304 | 420 | 72,3 | Tall |
| 3 | The existence of hopes and aspirations for the future. | 311 | 420 | 74 | Tall |
| 4 | There is an award in learning. | 396 | 630 | 62,8 | Tall |
| 5 | There are interesting activities in learning. | 257 | 420 | 61,1 | Tall |
| 6 | The existence of a conducive learning environment. | 405 | 630 | 64,2 | Tall |
| | **Average** | **452,8** | **525** | **65,5** | **Tall** |

*Source: Results of Questionnaire Data Processing*

Based on table 2 above, it can be seen that the results of the actual percentage score of learning motivation obtained an average score percentage of 65.5 percent which is classified as high. Even so, there are still four indicators that are still below average percentage of the actual score is an indicator of the desire and desire to succeed, the existence of rewards in learning, the existence of interesting activities in learning and the existence of a conducive learning environment.

**Table 3**. Conclusions on the validity and reliability of research instruments

| | Validity | | | Reliability | | |
|---|---|---|---|---|---|---|
| | r_count | r_table | Ket. | Cronbach's Alpha | Standar | Ket. |
| The application of learning media microsoft teams | 0,843 s.d 0,990 | 0,312 | Valid | 0,995 | 0,05 | Reliable |
| Learning Motivation | 0,538 s.d 0,922 | 0,312 | Valid | 0,960 | 0,05 | Reliable |

*Source: Results of Data Processing from SPSS 25 For Windows*

The results of the research instrument test can be seen as follows. Table 3 shows that for variable instruments the application of learning media microsoft teams get a value of rcount between 0.843 to 0.990 greater than rtable 0.312, so it is declared valid. To test the reliability of value Cronbach's alphaof 0.995 is greater than 0.05 so that the instrument for implementing learning media microsoft teams declared reliable. Meanwhile, the learning motivation variable instrument obtained a value of rcount between 0.538 to 0.922 greater than rtable namely 0.312 so that it is declared valid. To test the reliability of value Cronbach's alpha0.960 is greater than 0.05 so that the learning motivation instrument is declared reliable. Thus it can be concluded that the instruments of the two variables in this study are feasible to use.The results of the simple linear regression analysis test in this study are as follows.

**Table 4**. Simple Linear Regression Analysis Test Results

| Model | B | t | Significance |
|---|---|---|---|
| *(Constant)* | 23,753 | 2,876 | 0,006 |
| The application of learning media microsoft teams. | 0,468 | 3,152 | 0,003 |

*Source: Results of Data Processing from SPSS 25 For Windows*

Based on table 4 it can be seen that the equation model obtained a constant value of 23.753, this means that if the application of learning media microsoft teams the value is zero. Then the variable of student learning motivation in basic accounting subjects at SMA Negeri 12 Gowa is 23.753 units. The regression coefficient value is 0.468, this means that if the application of learning media microsoft teams experienced an increase of one unit, the student's learning motivation in basic accounting subjects at SMA Negeri 12 Gowa increased by 0.468 units.

**Table 5**. T-test results

| Model | B | t | Significance |
|---|---|---|---|
| *(Constant)* | 23,753 | 2,876 | 0,006 |
| The application of learning media microsoft teams. | 0,468 | 3,152 | 0,003 |

*Source: Results of Data Processing from SPSS 25 For Windows*

Based on table 5 it shows that a significance value of 0.003 is obtained which is smaller than 0.05 which means that the variable of application of learning media microsoft teams in fluential significant to students' learning motivation in basic accounting subjects at SMA Negeri 12 Gowa. Therefore, it can be concluded that the hypothesis proposed in this study is declared "accepted". The coefficient of determination (r2) in this study are as follows:

**Table 6**. Test Results for the Coefficient of Determination ($R^2$)

| Summary Models | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | std. Error of the Estimates |
| 1 | , 446[a] | ,199 | ,179 | 15,659 |

*Source: Results of Data Processing from SPSS 25 For Windows*

Based on table 6 it can be concluded that the coefficient of determination ($r^2$) of 0.199 or 19.9 percent. This means the application of learning media microsoft teams have a contribution to learning motivation of 19.9 percent while the remaining 80.1 percent is influenced by other factors. So it can be concluded that the variable ability of the application of learning media microsoft teams in explaining the variables of student motivation in basic accounting subjects at SMA Negeri 12 Gowa is very limited.

Result of variable description study obtained the average percentage of the actual score is 71 percent and is included in the high category. However, there are still variable indicators of the application of learning mediamicrosoft teamsat least the percentage level is below the average actual score, namely the indicatorlive eventsby 68.3 percent. Even so, the variable of the application of learning media microsoft teamsit has a high influence on student learning motivation in basic accounting subjects at SMA Negeri 12 Gowa.

The results of testing the hypothesis in this study with assistanceSPSS 25 for windows, obtained a significance value of 0.003 <0.05 which means that there is an influence between the application of learning values microsoft teamson learning motivation. The results also show that learning motivation is 19.9 percent influenced by the application of instructional mediamicrosoft teams while the remaining 80.1 percent is influenced by other factors. If not applied learning mediamicrosoft teamsthen student learning motivation is only 23.753 units. Thus the hypothesis proposed "suspected that the application of learning mediamicrosoft teams has a significant effect on student learning motivation in basic accounting subjects at SMA Negeri 12 Gowa" is acceptable.

The results of this study are in line with research conducted by Dewi (2022) which suggests that the application of learning media uses microsoft teams very effective and has a positive effect on student learning motivation in class XI IPS at SMA Negeri 18 Surabaya. The results of this study are supported by the theory put forward by Puspitasari et al (2021: 177) that "interaction in learning is much easier to do by using an application microsoft teams, educators can create an enthusiastic environment that can arouse student learning motivation.

## 4.    CONCLUSION

Based on the results of the analysis and discussion that has been carried out, some conclusions is, the test results with Eviews for the t-test show that the oil price and net export variables have a positive and significant effect on economic growth in Indonesia and are significant based on the results of the processing according to the existing hypothesis, while the inflation and dummy variables have a negative and insignificant effect on economic growth in Indonesia so that processing results are not in accordance with the hypothesis. Based on the t-test results, the net export variable is the variable that has the most influence on economic growth in Indonesia with a tcount of 1,985 and a significant value of 0.0560 using a significant of 5%. The test results with Eviews for the F test show that the independent variables, namely oil prices, inflation, net exports and dummy, simultaneously have a significant and significant effect on the dependent variable, namely economic growth. The test results with Eviews for the F test show that the independent variables, namely oil prices, inflation, net exports and dummy, simultaneously have a significant and significant effect on the dependent variable, namely economic growth.

## REFERENCES

Ahmadi, F. (2021). *Pembelajaran Daring Era Pandemi Covid-19*. Semarang: Qahar Publisher.
Arikunto, S. & Jabar, C. S. A. (2018). *Evaluasi Program Pendidikan.* Jakarta: Bumi Aksara.

Daniel, G., Fahmi., Fitri, D. I., Mulyani, Y. S., Ismiyani N., & Sabudu, D. (2021). *Inovasi Pengajaran Dan Pembelajaran Melalui Platform Digital Teori dan Praktik Pengoperasian.* Malang: Media Nusa Creative.

Dewi, A. R., & Liana, C. (2022). Pengaruh Penerapan Media Pembelajaran *Microsoft Teams* Terhadap Motivasi Belajar Siswa Kelas XI IPS Di SMA Negeri 18 Surabaya. *Skripsi.* Universitas Negeri Surabaya, Surabaya. https://repository.unesa.co.id/ 46925/

Ghozali, Imam. (2011*). Aplikasi Analisis Multivariate Dengan Program INM SPSS Update PLS Regresi Edisi 7.* Semarang: Universitas Diponegoro

Hilir, A. (2021). *Teknologi Pendidikan Di Abad Digital.* Klaten Jawa Tengah: Lakeisha.

Ilag, B. N. (2018). *Introduction Microsoft Teams : Understanding The New Chat-Based Workspace In Office 365.* California: Apress.

Moersid, D., & Triyana, T. (2022). *Step By Step Membangun E-Learning dengan Microsoft Teams.* Jawa Timur: Global Aksara Pers.

Noor, Juliansyah. (2017). *Metodologi Penelitian.* Jakarta: Kencana

Puspitasari, E. D., Febrianti, N., & Hanafi, Y. (2021). *Pembelajaran Untuk Menjaga Ketertarikan Siswa Di Masa Pandemi.* Yogyakarta: UAD Pers.

Rahayu, S., Afnan, M., & Kudwadi, B. (2021). *Pengaruh Penerapan Media Pembelajaran Microsoft Teams Terhadap Motivasi Belajar Siswa Di SMK Negeri 1 Karawang. Jurnal Pendidikan Teknik Bangunan, 1*(2), 20-26. https://ejournal.upi.edu/index.php/JPTB

Sani, Ridwan A. (2014). *Inovasi Pembelajaran.* Jakarta: Bumi Aksara

Sardiman, A. M. (2018). *Interaksi Dan Motivasi Belajar Mengajar (Cetakan 24).* Jakarta*:* Rajawali Pers.

Siregar, Syofian. (2013). *Metode Penelitian Kuantitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual & SPSS.* Jakarta: Kencana.

Sugiyono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Suparto, A. (2020). *Menyelenggarakan Kelas Online menggunakan Microsoft Teams Untuk Sekolah dan Kampus.* Bayumas: CV Sakti.

*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Bab II Pasal 3.*

Uno, Hamzah B., (2017). *Teori Motivasi Dan Pengukurannya.* Jakarta: PT Bumi Aksara

Widiasworo, Erwin. (2017). *19 Kiat Sukses Membangkitkan Motivasi Belajar Peserta Didik.* Jogjakarta: Ar-Ruzz Media.