



Students' Perception on using Microsoft Teams in Online Learning Arabic Language during Pandemic

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Abstract

The outbreak of Covid-19 is an unprecedented disruption to the normal operating procedures of higher education sector. Universities and campuses have been forced to close in response to the rapid spread of coronavirus. The delivery of education was shifted from the face-to-face learning to an online learning platform. In order to maximize online learning, many educational institutions use various of online applications such as Microsoft Teams, Zoom, Webex, Google Meet and so on. These online applications are the most effective tools in keeping students' retentions and maintaining access to their learning. This paper aims on the use of Microsoft Teams in online learning Arabic language and evaluates students' perceptions of employing it during pandemic. Data were collected using a developed questionnaire consisting of 12 items and was distributed to 200 students of UiTM Sarawak and UiTM Melaka. Results of the survey were analyzed descriptively. From the results obtained, participants agreed that online learning through Microsoft Teams has given the positive impacts to their studies and strongly support in learning Arabic language during pandemic. Overall, Microsoft Teams is one of the cutting-edge tools that meet the needs of both educators and students.

Keywords: Online Learning, Microsoft Teams, Pandemic, Arabic Language

1. Introduction

The transitions of learning since the pandemic hits our world in March 2020 were so impactful in various areas including educational fields. Several educational settings, including universities, were forced to make a sudden change in the delivery of teaching-learning methodologies to satisfy their educational goal. Due to the need for a global lockdown to prevent the pandemic from spreading traditional learning (face-to-face classes) was changed to modern ways which are online classes (AlAwadni. A, & AlFadley, A, 2022). There are many mediums that were used during this transition time such as Zoom, Google Meet, Google Classroom, Moodle, Webex, Microsoft Team, WhatsApp, Telegram, and so on.

One of the most famous applications that were used is Microsoft Team. Microsoft Team is a communication medium developed by Microsoft as a part of Microsoft 365. Teams actually offered the same service as other video conferencing communication software such as Zoom or Google Meet but there is still a little difference between these applications. Microsoft Team is a messaging app that is suitable for any organization and accessible to everyone. It was first announced and launched the service worldwide at an event in New York on 14th March 2017 and is currently led by Microsoft corporate vice president Brian MacDonald (Microsoft Team, 2022).

This application has been used by over 330,000 companies around the world and it is one of the fastest-growing apps in Microsoft's history. This application is more than just a chatting place. Educators can share a file, call or video call their students. Besides, they can schedule a meeting without leaving the chat. There is also an integration with other Microsoft products such as OneNote and Office. Microsoft Word, Excel, or PowerPoint documents may be created in



Teams as it collaborated with Office 365 and can be shared instantly with their teammates or students. Therefore, they may have a chat without switching between programs because everything is available in chat (Winqvist, J. 2022).

Meeting in Teams nowadays is much easier as they can begin interacting with the attendees to discuss the agenda and distribute the files they need for them to review and manage the meeting notes and to-dos. They can even find out those invited guests who are unknown there. The call recording is then readily accessible in the same tab so that they can look for it if they missed the meeting (Winqvist, J. 2022).

Students also can have fast access to all their applications and documents via the Teams phone app. They may simply join meetings with a single click, participate in discussions and dialogues, and keep working together. This current research is designed to investigate the Students' Perception on Using Microsoft Teams in Online Learning Arabic Language During the Pandemic. Considering the above explanations, the researchers were interested to conduct this study to discover whether the advantages that were offered by Microsoft Team are enough to make the possible implementation of online learning.

2. Literature Review

2.1 Covid-19 Pandemic and Online Education

Pandemic outbreak Covid 19 has made a sudden change in many sectors as well as all educational level worldwide. Online education has experienced a major shift which allows students to learn more flexible and in order to ensure that they are not left behind even though we are stuck in the midst of this global chaos. This transition has brought all educators regardless level of education they are deal with to make a prompt shift in their Teaching and Learning (TnL) session. Abdelhamid et al. (2022) proved that online learning can help students to master foreign language in a fun environment by using an appropriate approach like social media. It can be considered as contributing factor to draw students' attention in TnL itself. This challenge has brought us to aware about pedagogical competencies, suitable methods used, strategies applied and many more to be aligned with students' need and institutions policies and requirements at the same time.

2.2 Microsoft Teams in Education

Microsoft Teams has been one of the choices used by many teachers and lecturers as an online learning platform since it offers capabilities which are hardly to be found in other learning methods. One of the advantages of adopting Microsoft Teams is that it is simple to incorporate into a course management system, which will improve user interactions and is an essential component of e-learning. Based on data and discussions, it can be concluded that e-learning using Microsoft Teams provide the best support for students' learning environments. The majority of research participants had a positive view of on a virtual classroom. The respondents' positive opinions stemmed from their online learning experience using Microsoft Teams (Mohd Lutfi, Saiful Nizam & Abu Seman, 2022).

The application of Microsoft Teams software in the educational process represents a comprehensive transformation as it indicates a practical reality in its software. The employment of Microsoft Teams made a good support for distance learning and has capabilities in some of the features compared to other e-learning platforms (Al-Majali, 2022). Keerio et., al (2022) also pointed out the efficiency of this application and its positive acceptance among university students' despite of its difficulties and obstacles faced while using it. Students also shows a positive attitude, learning processes become more fun and feeling motivated to use Microsoft Teams during webinar tutorials (Zakirman & Rahayu, 2022).

As Tan, Casanova, Huet and Alhammad (2022) mentioned that videoconferencing seems to be a good solution in responding to lecture-based teaching formats in this pandemic phase, but they lack the ability to foster collaboration and co-production. Although video conferencing tools, such as Zoom or Google Meet, improved over the months to ensure group discussions were possible, they are not designed to conduct group work. Hence, remote teaching considers as one of the big hindrances for bringing out together all TnL activities that can be conducted like previous face-to-face classes. Even though this online learning platform still considered new among students, but their readiness can easily trigger them to explore its functions without further formal trainings (Amani & Umi Hamidaton, 2022).

3. Methodology

3.1 Research Design

This present study used the quantitative research were using questionnaire as a main tool to examine the students' perception toward using Microsoft Teams in emergency remote teaching and learning (ERTL) during COVID-19



pandemic. Thus, a descriptive approach was used. An online survey was used to collect data using the research instrument and analyze it statistically to answer the research question.

3.2 Respondents

This study was carried out during Covid-19 Pandemic as resulted to emergency remote teaching and learning (ERTL) by distributing a questionnaire to 200 undergraduates of MARA Technology University (UiTM) from two branches, Sarawak and Melaka participated in this study. Based on data collection of qualification level, the majority 140 students are studying at a bachelor's degree level. Furthermore, 60 of the respondents are students who studying at diploma's degree level. The respondents were taking Arabic courses with different codes and level of Arabic language. For diploma degree level, there are two levels of Arabic language and four levels for degree level: with subject code for diploma degree level TAC101 Foundation of Arabic level 1, TAC 151 Foundation Arabic level 2, and for degree level TAC 401, TAC 451 and TAC 501. To be exact, 59 students were taking TAC101, 51 students were taking TAC501, 38 students were taking TAC401, 33 students were taking TAC451, and 19 students were taking TAC151.

3.3 Research Instrument

The present study, researchers used primary data where this data is obtained from structured questionnaire as research instrument that carried out in this data. This questionnaire was adopted from a structured questionnaire by Rojabi's, (2020). The questionnaire was adopted and modified according to the suitability of the current research which to explore student perception on teaching and learning of Arabic Vocabulary using Microsoft Team. This questionnaire consists of a total of 10 items with using Likert Scale. The students were required to select one of the following as a measure of the items, in which, 5= strongly agree, 4= agree, 3= neutral (neither agree nor disagree), 2 = disagree, and 1 = strongly disagree.

Before the actual study takes place, researchers conducted a pilot test in order to determine the reliability of the research instrument. Although the instrument was checked and validate by previous researcher. The main research instrument was pilot tested to 60 students at MARA Technology University. The Alpha Cronbach was used to analyze the reliability of the research instrument and its 10 items of the questionnaire. The Alpha Cronbach was scored a: 0.859 which means that the developed instrument is reliable and acceptable to be used for actual data collection of the research.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.876	10

Table 1: Alpha Cronbach

The table 1 Alpha Cronbach shows that reliability value 0.859 of the current questionnaire and it greater than 0.70 show high consistency. Thus, the adapted questionnaire survey can be used for collecting data.

3.4 Data Collection Procedure

The researchers have used appropriate statistical instrument in collecting data to ensure that this study achieve the objective of the research. following the selection of the instrument and tested it with pilot study. The result showed the questions are acceptable and then distribution it among students during the pandemic COVID-19. Their responses to the questionnaire were used as primary data statistically. The respondent selected the Likert scale of the questionnaire whereby (Strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and 5 = strongly disagree = 1).

Data collected using Google form was screened, cleaned, and transferred to Statistical Package for Social Sciences (SPSS) for analysis. A calculation was then analyzed statistically for 10 items of the questions the scores were added together, and then the frequency, the arithmetic mean, standard deviation, other statistical were calculated.



4. Results and discussions

In this section, online survey results are presented, which consists of a total 12 questions, of which 2 questions are demographic. 10 questions are related to students' perceptions. The questionnaire was delivered to 200 students at UiTM Sarawak and UiTM Melaka. The obtained responses are collected by means of Google Forms. All the students were users of an online Arabic class for a completed semester by employing Microsoft Teams.

4.1 Demography

Figure 1 shows the respondents qualifications. Out of 200 respondents, 30% (60) are studying at a diploma's degree level and 70% (140) are studying at a bachelor's degree level.

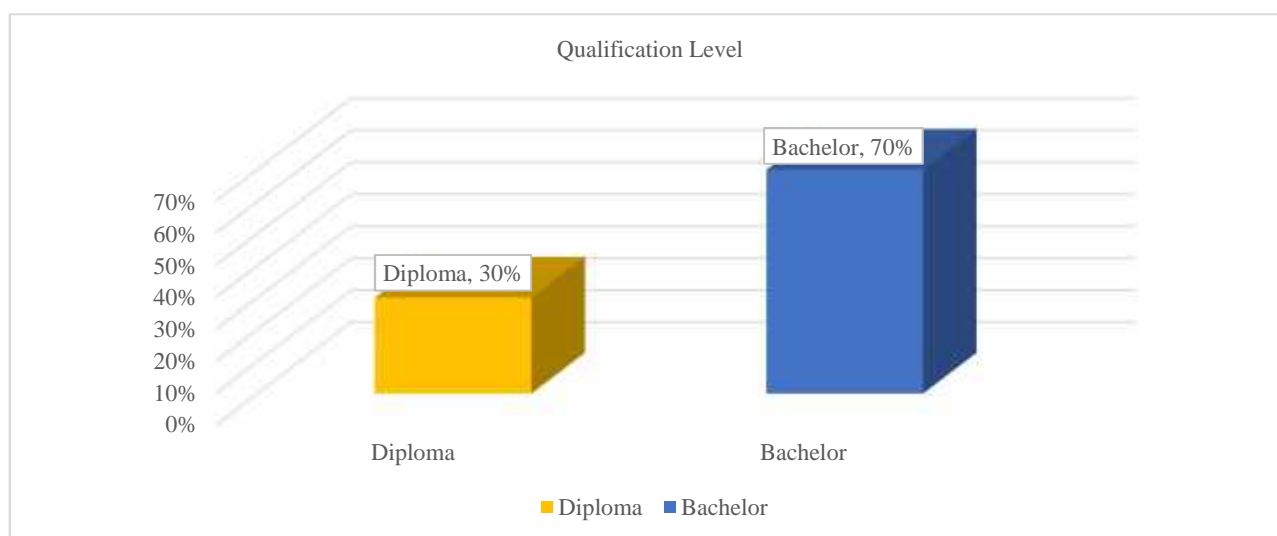


Figure 1: Respondents' Qualifications

In addition, the students answered the survey were taking different Arabic course code. Figure 2 shows that 29.5% (59) students were taking TAC101, 25.5% (51) in the course code TAC501, 19% (38) students from TAC401, and 16.5% (33) and 9.5% (19) were taking TAC451 and TAC151, respectively.

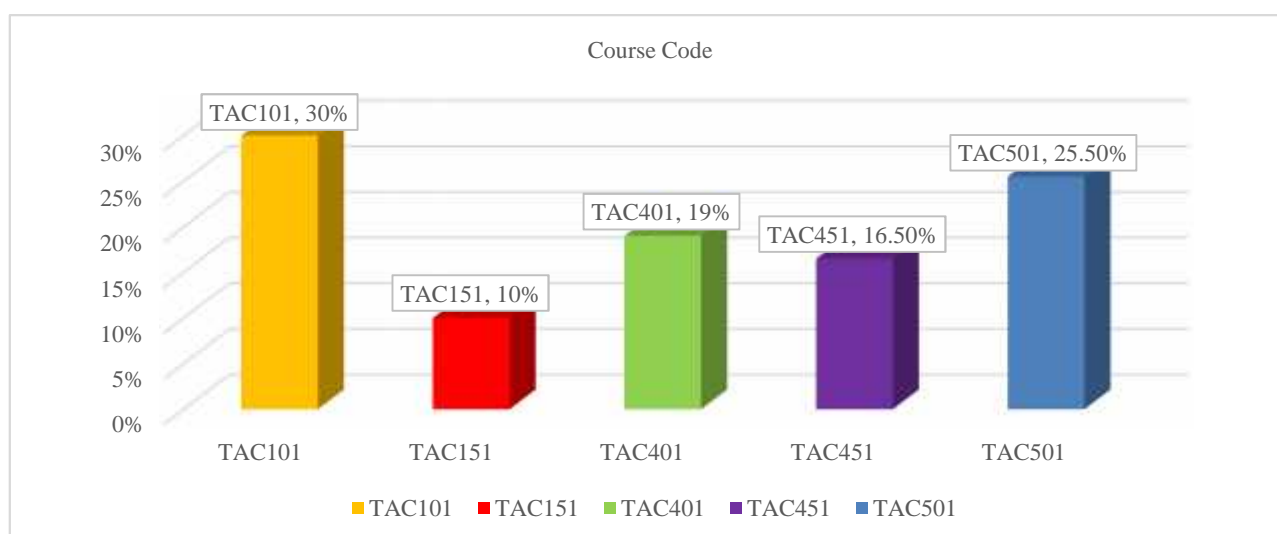


Figure 2: Course code wise respondents



4.2 STUDENTS' PERCEPTIONS ON USING MICROSOFT TEAMS

To analyse the effects of using Microsoft Teams in online learning, a 5 scale questionnaire Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree was distributed among 200 respondents belonging to a different course code of Arabic Language.

1. The posted materials (videos, PowerPoint files, notes, assignments) on Microsoft Teams helped me understand the course content.

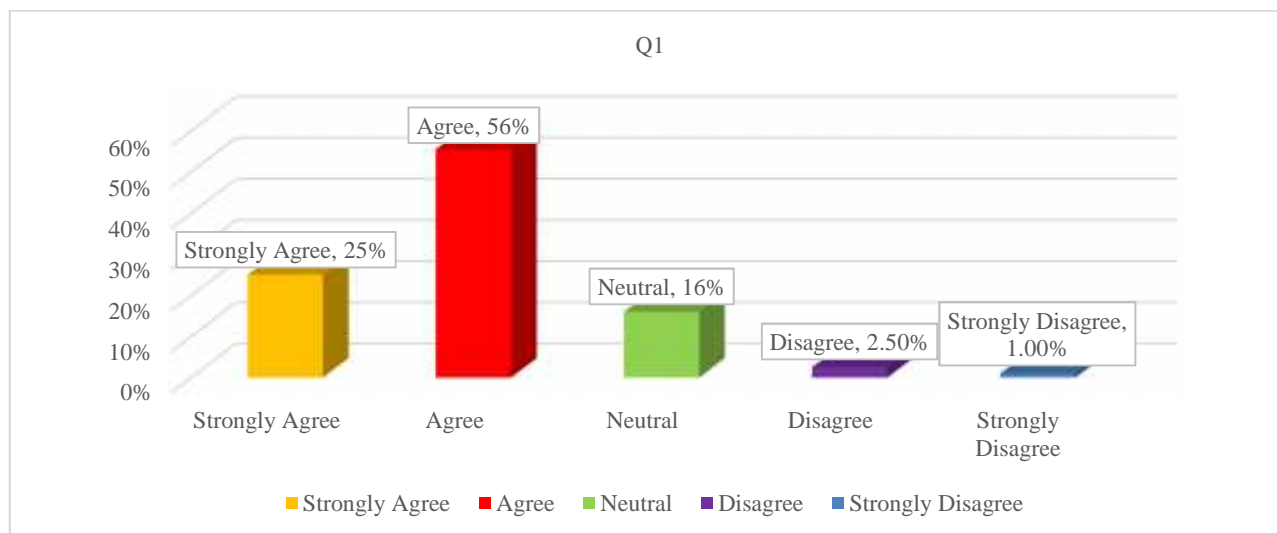


Figure 3: Respondents' response to Q1

Figure 3 shows the responses of the respondents to question No. 1. 25% (50) of the students' responses were strongly agree. 56% (111) of the students' agreed, 16% (32) of the students' responses were neutral. 2.5% (5) of the students' responses were disagreed with, and only 1% (2) of the participating students' responses were strongly disagreed.

From the graph mentioned above, it is crystal clear that about 81% of students agree that Microsoft Teams help in understanding the course content because of the variety of posted materials such as animated videos, PowerPoint notes, recording videos and submission of assignments integrated in one system through online class.

2. Online activities and discussions through Microsoft Teams motivated me to learn the course material.

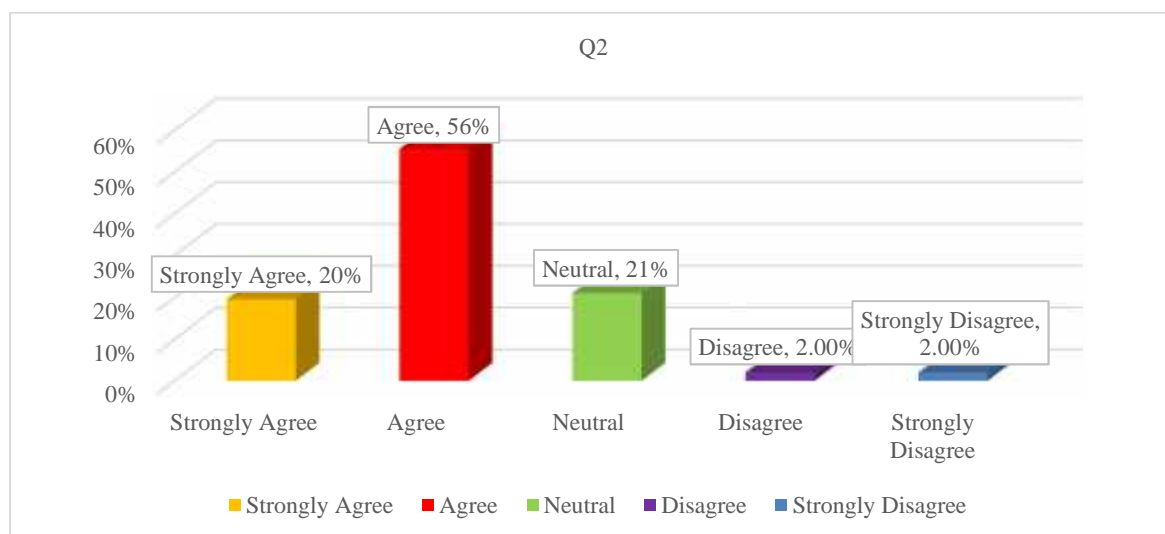


Figure 4: Respondents' response to Q2



Figure 4 shows the responses of respondents to question No. 2. 20% (39) of the students' responses were strongly agreed. 56% (111) of the students' agreed due to the online activities throughout Microsoft Teams. Majority of the respondents feel motivated to learn the Arabic course material due to the efficiency of this online application. It indicates that collaborative learning could be carried out through of this mean in a better way.

3. Online learning through Microsoft Teams saves effort and time.

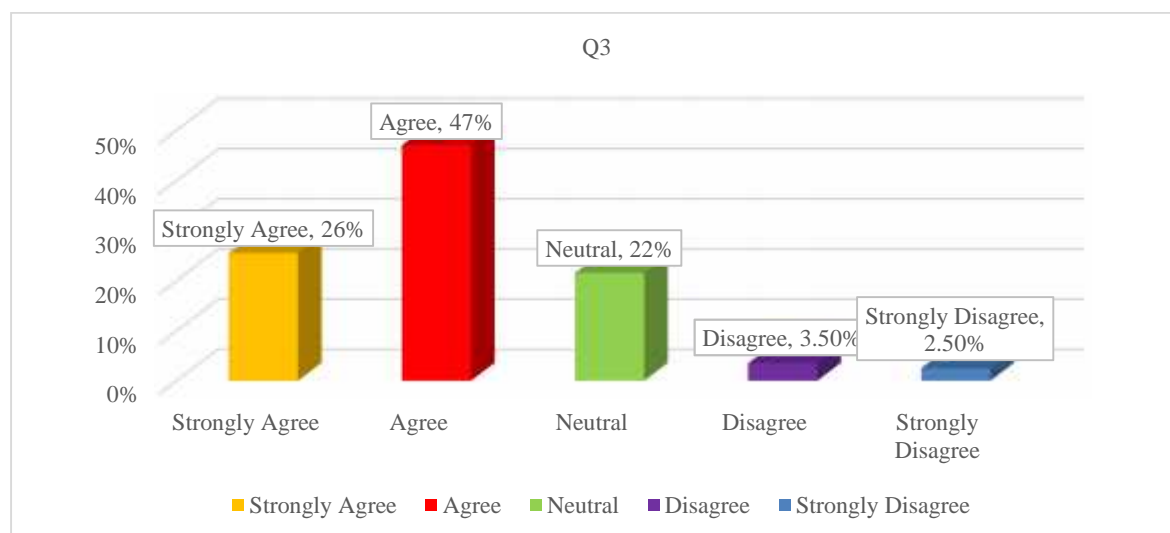


Figure 5: Respondents' response to Q3

Figure 5 shows the responses of the respondents to question No.3. That statement was responded strongly agreed by 47% (94) and agreed by 26% (51). It indicates that students feel comfortable when they are involved in conducting an online learning due to the quick, interesting, and easy material they get, which are helpful in completing their tasks or submitting assignments.

4. Online learning through Microsoft Teams improves my language skills.

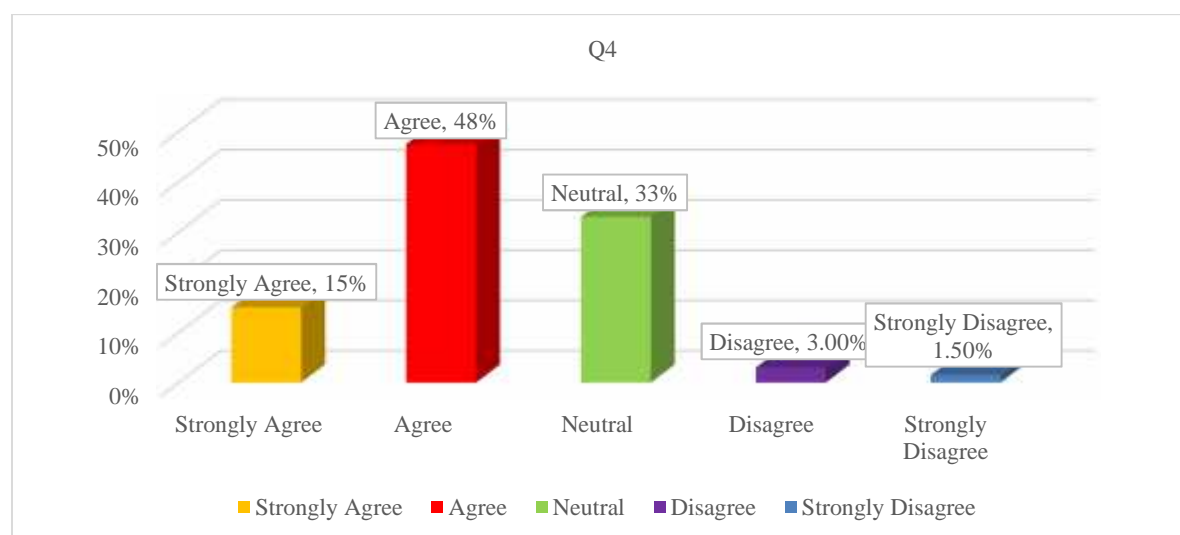


Figure 6: Respondents' response to Q4

Figure 6 shows the responses of respondents to question No. 4. 15% (30) of the students' responses were strongly agreed. That statement was agreed upon by 48% (95), who said that by employing this online application, the language skills of students was improved, and students were able to practice the four basic language skills namely reading skill, listening skill, writing skill, and speaking skill. This helps students to achieve the learning outcomes easily.



5. Online learning through Microsoft Teams improves my Arabic vocabulary.

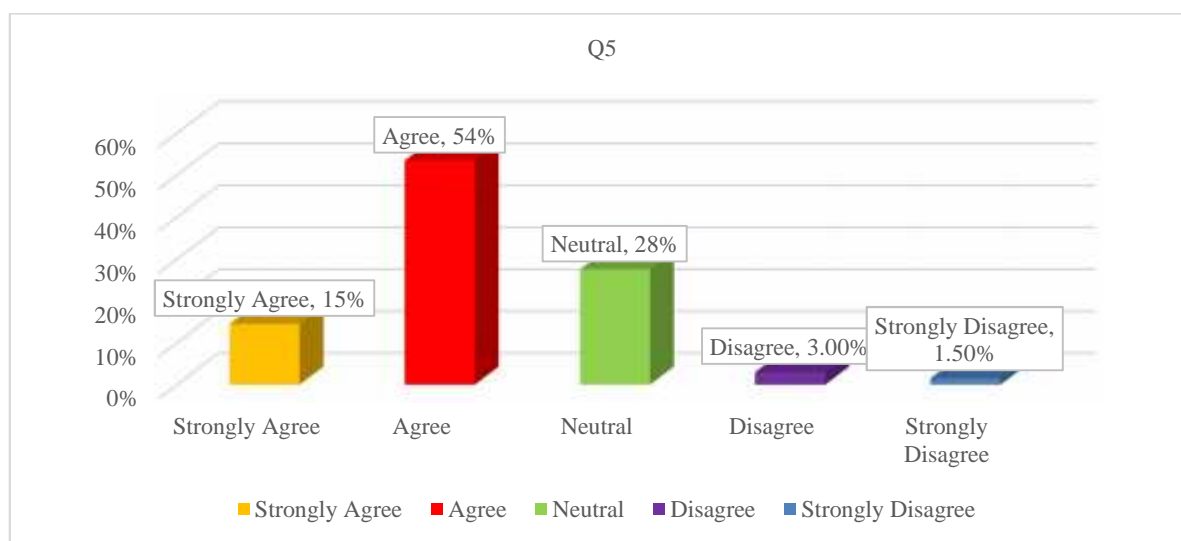


Figure 7: Respondents' response to Q5

The response of participants to question No. 5 is depicted in Figure 7. 54% (107) of the students' agreed. Students agree that by using this online application, they can improve their Arabic vocabulary which indicates that the efficacy of Microsoft Teams in leading to twenty first century education. Also, 15% (29) students strongly agree with this statement due to the simplistic features that make students acquire more Arabic vocabulary.

6. Online learning through Microsoft Teams makes the course material interesting.

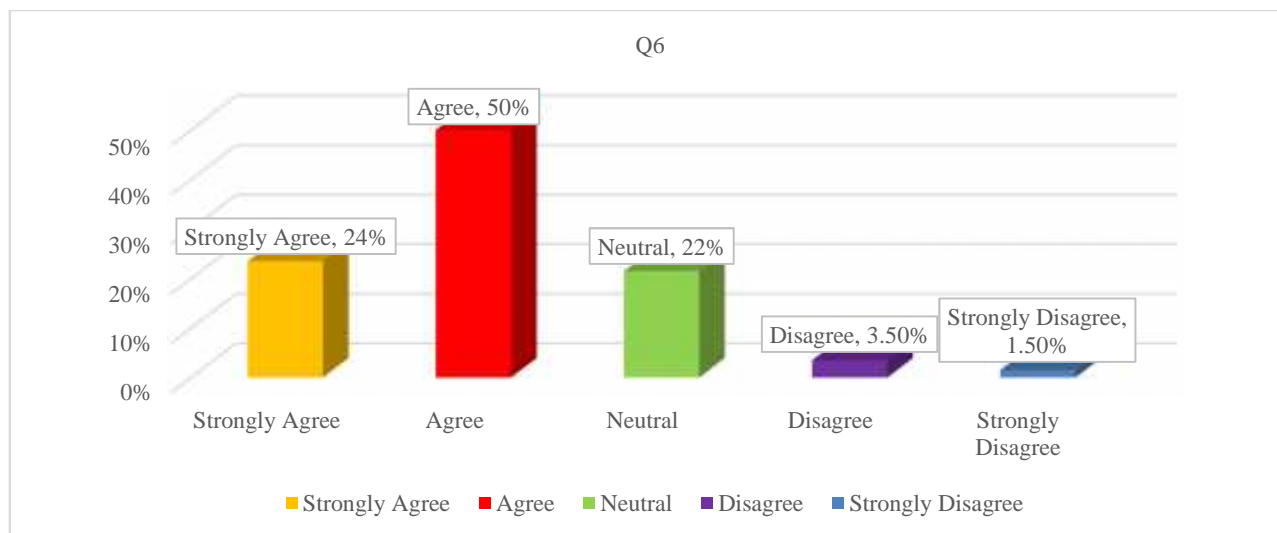


Figure 8: Respondents' response to Q6

Figure 8 shows the responses of respondents to question No. 6. 50% (100) of the students' responses were agreed and 24% (47) were strongly agreed. Due to the flexibility of Microsoft Teams, students can get their materials easily by downloading the notes given and can edit or annotate the notes in Microsoft Teams and share with others. It indicates that students can organize their multiple academic works in a better way.

7. Online learning through Microsoft Teams increases the effectiveness of my learning.

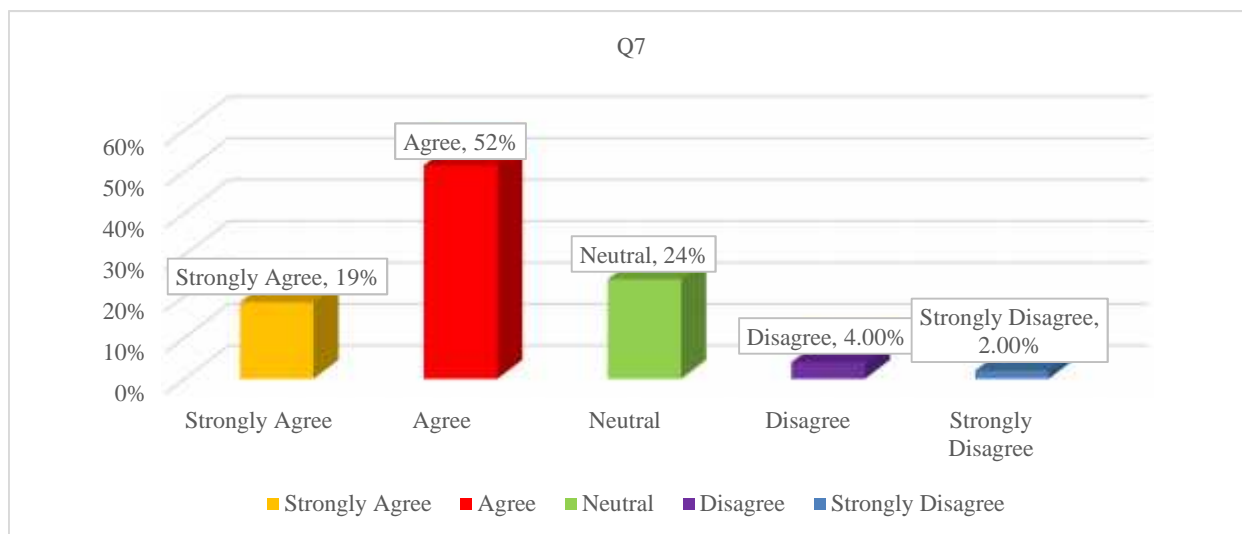


Figure 9: Respondents' response to Q7

Figure 9 shows the responses of respondents to question No. 7. 19% (37) of the students' responses were strongly agreed. That statement was agreed upon by 52% (103), who said that using this online application, the effectiveness of learning was increased, and students were able to improve their self-study capabilities. This increases the productivity of study and create more achievements in the academic life.

8. I prefer reading course as a hard copy (book/ handout) rather than as an online version.

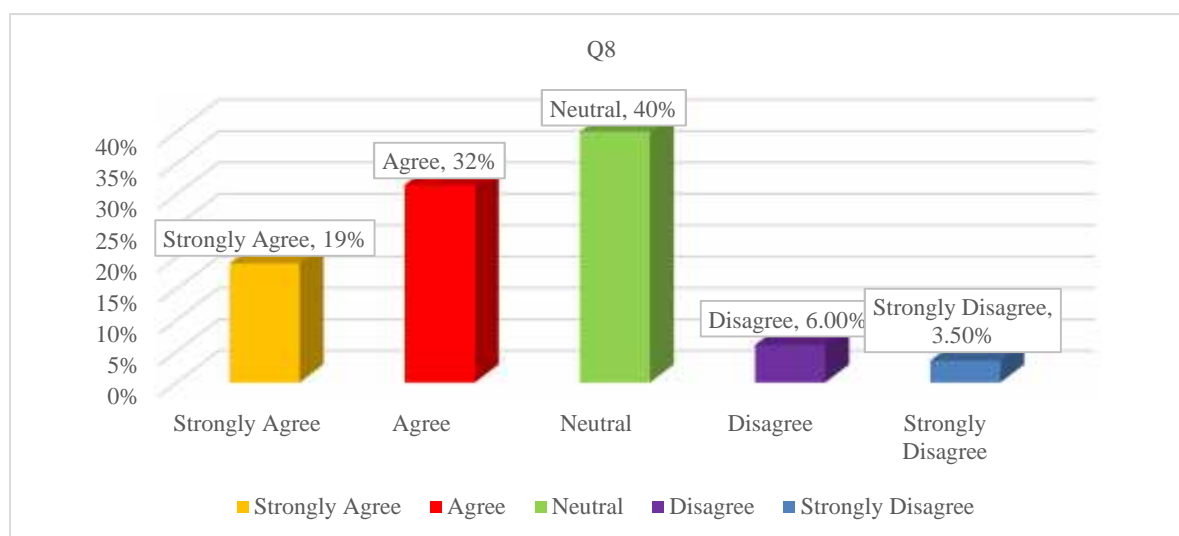


Figure 10: Respondents' response to Q8

Figure 10 shows the responses of respondents to question No. 8. 32% (63) of the students' agreed and 19% (38) of the students strongly agreed. From the responses, it is clear that some students preferred reading course in a hardcopy rather than an online version because they tend to use the conventional system of learning and it gives more satisfaction towards their study.

9. I think it is difficult to use Microsoft Teams as a mobile learning application.

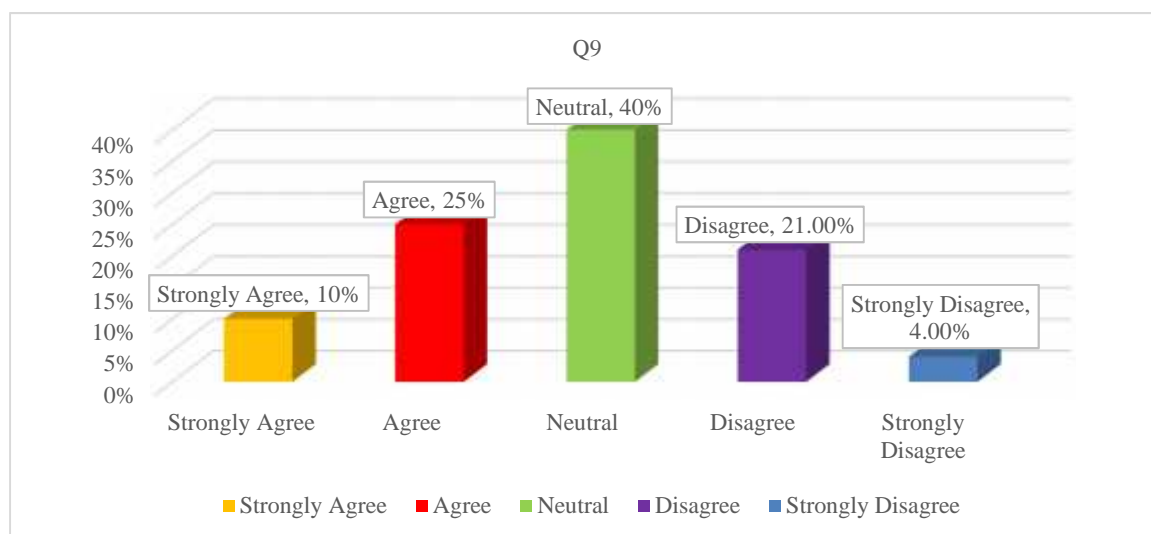


Figure 11: Respondents' response to Q9

Figure 11 shows the responses of participants to question No. 9. 25% (50) of the students' agreed and 10% (20) of the students strongly agreed. It indicates that there are students who feel uncomfortable while using this online application as a mobile application for some reasons such as highly used mobile data and consume too much space of the storages' phone. Another thing in this regard is that some features in Microsoft Teams were disappearing while using in mobile phone which led to a frustration in students.

10. I prefer to continue with online learning through Microsoft Teams in the future, even after the COVID-19 pandemic.

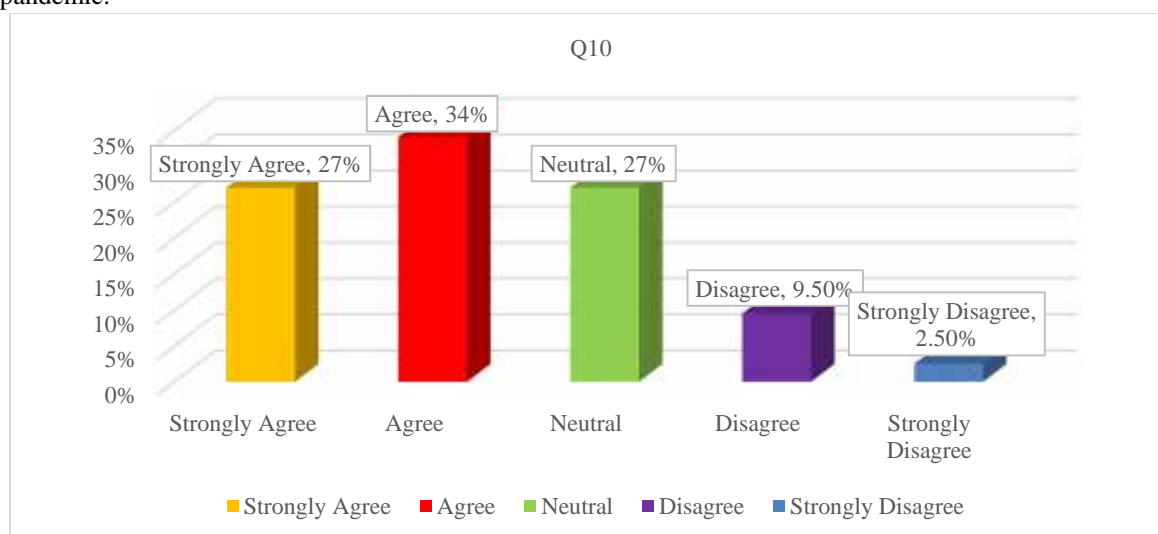


Figure 12: Respondents' response to Q10

Figure 12 shows the responses of respondents to question No. 10. 34% (68) of the students' agreed and 27% (54) of students strongly agreed. This indicates that majority of students believe that employing Microsoft Teams have influenced their academic performance. In accordance with the efficiency of this online application, students want to continue use their online learning with Microsoft Teams as it eases their academic works.

It is helpful to identify the overall results of students' perceptions using a range of statistical analyses such as frequency, score mean, and standard deviation via SPSS. To determine the degree of effect of students' perceptions in learning Arabic language via Microsoft Teams during Covid-19 pandemic, the values will be as follows (AlAwadni, A, & AlFadley, A, 2022):



Score Means	The Interpretation
3.68-5.00	High
2.34-3.67	Moderate
1.00-2.33	Low

Table 2: Score Means and The Interpretation

So, Table 3 below represents the main findings on this research question including the order of calculated mean and the interpretation.

No.	Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation	Mean by Order	The Interpretation
1	The posted materials (videos, PowerPoint files, notes, assignments) on Microsoft Teams helped me understand the course content.	1.0	2.5	16.0	55.5	25.0	4.01	0.776	1	High
2	Online activities and discussions through Microsoft Teams motivated me to learn the course material.	2.0	2.0	21.0	55.5	19.5	3.88	0.809	4	High
3	Online learning through Microsoft Teams saves effort and time.	2.5	3.5	21.5	47.0	25.5	3.89	0.910	3	High
4	Online learning through Microsoft Teams improves my language skills.	1.5	3.0	33.0	47.5	15.0	3.71	0.810	8	High
5	Online learning through Microsoft Teams improves my Arabic vocabulary.	1.5	3.0	27.5	53.5	14.5	3.76	0.789	6	High
6	Online learning through Microsoft Teams makes the course material interesting.	1.5	3.5	21.5	50.0	23.5	3.90	0.848	2	High
7	Online learning through Microsoft Teams increases the effectiveness of my learning.	2.0	4.0	24.0	51.5	18.5	3.80	0.854	5	High



8	I prefer reading course as a hard copy (book/ handout) rather than as an online version.	3.5	6.0	40.0	31.5	19.0	3.56	0.980	9	Moderate
9	I think it is difficult to use Microsoft Teams as a mobile learning application.	4.0	21.0	40.0	25.0	10.0	3.16	0.999	10	Moderate
10	I prefer to continue with online learning through Microsoft Teams in the future, even after the COVID-19 pandemic.	2.5	9.5	27.0	34.0	27.0	3.73	1.039	7	High

Table 3: Percentages, means, and std. deviations

The findings of Table 3 above indicate that the use of Microsoft Teams in online Arabic language learning as perceived by students during Covid-19 pandemic is high (3.74) for the general mean of the questions. Thus, the following points can be summarized based on the result obtained.

- Microsoft Teams can be used as an effective collaborative learning tools for educators and students.
- Microsoft Teams enhance the effectiveness of learning throughout the shared materials and online activities.
- Microsoft Teams helps students to be more organized in their academic tasks and increases their ICT skills.
- Students preferred to continue use online learning by employing Microsoft Teams in the future regarding of its uniqueness and usefulness in education.

5. Conclusion

Microsoft Teams has characteristics that were not present in other learning techniques, hence it has the potential to grow as an online learning platform. Microsoft Team's ease of integration into a course management system which will enhance user interactions. The study shows the information on how students see online learning using Microsoft Team was effective. The respondents show a positive view of using Microsoft Team as the medium of interaction between classmates. Future research on this topic can be conducted to examine more aspects that were related to online learning using Microsoft Teams. The current study only focuses on the quantitative result, future studies could use mixed methods or cross-sectional studies to investigate the advantages and disadvantages of using Microsoft Team as well as learn about any additional problems or challenges that users may encounter.

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