

Development of Mepocha Online Learning Methods Assisted by Microsoft Teams in English Learning

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Abstract. The demands for changes in the digital era based on technology and the situation and conditions of the Covid-19 pandemic affect various aspects of life. Education does not escape these changes by changing direct learning to online learning as a follow-up to distance restrictions. The transition resulted in many problems due to the unpreparedness of both teachers and students both in creativity, innovation, and technological competence. The many features and applications offered have not been used properly in learning. This is where the development of online learning methods is needed and Mepocha which includes meetings, postings, chatting becomes a solution with the help of the Microsoft Teams application.

Keywords: Online Learning Method, Mepocha, Microsoft Teams, Motivation, Achievement

1. Introduction

The digital era demands that the world community experience extraordinary changes in various aspects of life. This affects communication and interaction patterns that involve technological sophistication. This impact is also supported by the situation and conditions during the Covid-19 pandemic which is still happening today. Based on data's worldmeter (2022), Coronavirus cases stated 524,096,444 with a death toll of 6,292,624 worldwide. Likewise in Indonesia, where data on COVID-19 cases in 2022 reached 6,051,205 with a death rate of 156.481 (covid.go.id: 2022)

This causes urgent changes, especially in the field of education. Policies implemented in the world of education in dealing with this phenomenon by replacing direct learning patterns (face to face class) with online learning. It can be said that these conditions must and are ready to be integrated into teachers and students both through creativity and innovation.

Online Learning according to Bilfaqih (2015: p.1) says that online learning is one of the programs for organizing online learning classes with the aim of reaching more massive and wider study groups. Similarly, Thorne in Kuntarto (2017: p. 102) states that online learning is learning that has the concept of using multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email and telephone conferences, animated online texts, and online video streaming. From this concept, ideally it will be a form of fun learning by utilizing technological sophistication. Students will be brought into their world of play by utilizing technology, so that in online learning it should be able to increase students' motivation and learning achievement. They can learn and get learning resources without being limited by time even wherever they can study.

This situation turned out to be a new problem, where before the development was carried out an analysis of the needs of both teachers and students. An innovation is needed in developing an online learning method because in principle the use of the right learning method will be a tool or strategy in achieving learning objectives. As stated by Djamarah and Zain (2010), it is a learning method as a tool to achieve goals in the learning process, and is used as a tool in managing learning strategies both inside and outside the classroom as well as being used as a tool for extrinsic elements in order to motivate psychologically. Learning in the classroom and outside requires a good process that is managed using good methods, it is so linear to cause and effect in learning in any situation and condition. It can be said that learning methods must be used in a quality learning process because they can affect high and quality student learning outcomes. And in achieving the final result will be associated with how the assessment in terms of affective, cognitive, and psychomotor.

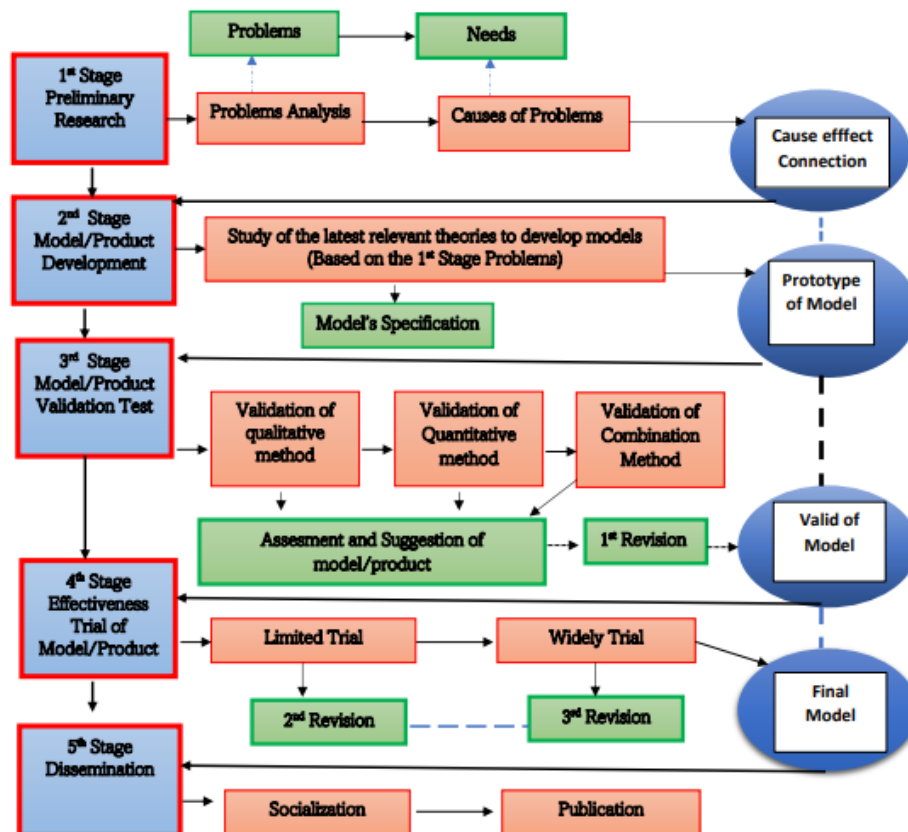
The development of online learning methods is still very rarely carried out by some education observers. Evident from the theoretical analysis is still very little. Various applications and features become many choices, but cannot be applied systematically into learning methods.

The Mepocha method is the result of the development of an online learning method that sees the scope of three basic methods, namely meeting, posting and chatting. These aspects are basically transformed into face-to-face learning simulations directly into virtual learning by taking into account the strengths and weaknesses of each aspect. By using the Mepocha method, at least it can increase students' learning motivation and learning achievement, especially in learning English which in fact includes English skills that must be applied.

In other words, this study aims to determine (1) the needs of students and teachers in online learning, (2) to produce the Mepocha Prototype method that can be used, (3) to determine the validity of the prototype, (4) to determine the effectiveness of the method in online learning, (5) differences in method implementation and (6) knowing students' motivation and learning achievement in online learning, especially English learning

2 Methods

The research and development method is the basis for this research, which in this research is divided into two important process parts, namely the product feasibility section and the proof of the hypothesis. Borg and Gall (1983: 772) which states that Research Development is a process that is used as a developer to be able to validate educational products. The flow of the basic concepts in this research can be seen in the framework chart below:



In this study, The writer used *Mantap (Lima Tahap)* of research and development which is the five-stage (steady) research and development model was used, those was the development of Sumarni, Istiningsih, and Nugrahaeni (2019). The Steady Model consists of five stages, namely (1) Preliminary Research, (2) Model/Product Development, (3) Model/Product

Validation Test, (4) Effectitiveness Trial of Model/Product, (5) Dissemination at master level limited only to stage 4 so that in this study also only reached the product effectiveness test.

The subjects and objects of the research were carried out in a high school

in Tegal district by taking samples using a sampling technique, namely non-probability sampling on a purposive sampling of 72 students. All data must go through normality test, homogeneity test, and reliability test in order to get accurate data. After the data goes through the test, it is continued on quantitative data analysis. The t test uses the formula

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

description:

MX : Mean Variable X

MY : Mean Variable Y

SDX : Standard Deviation X

SDY : Standard Deviation Y

N : Number of Samples

3 Results and Discussion

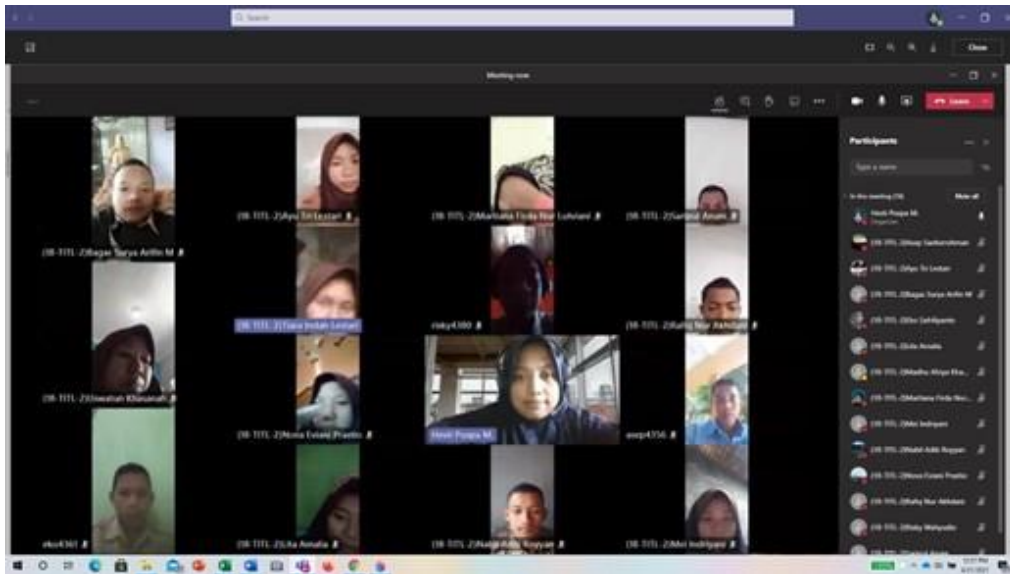
The Mepocha online learning method developed in this study aims to make a significant improvement in learning English at SMA N 1 Slawi, Tegal district. The research and development carried out is not limited to emphasizing the improvement, but how the feasibility of the prototype method and practicality for users, namely teachers, and its implementation for students. According to Gay (1990:10) says that the main goal in research and development is not to test hypotheses but to the results of educational products that can be effectively utilized by school observers. So that the results of the hypothesis will not have a significant effect, but only as a comparison regarding classes that use and which do not, because in education production it is used as new knowledge.

Based on the reference to the Steady (Five Stages) model, it can be explained that the first thing to do is through (1) preliminary research; at this stage the problem excavation is carried out based on needs analysis and theoretical analysis using questionnaires, interviews as qualitative data and test sheets as quantitative data so that initial data is obtained. Previous research is used as a theoretical reference as a product development so that there are no similarities. The analysis is basically seen with the formulation of the problems previously mentioned. (2) The next stage is the product development section, in this stage product development is assisted on how to develop a lesson plan in English subjects then assisted with a Microsoft Teams application. There are a few significant differences from the chart below regarding the learning design before and after using the method. Judging from the steps and linkages of the curriculum concept and the resulting systematics, it will greatly facilitate online learning.

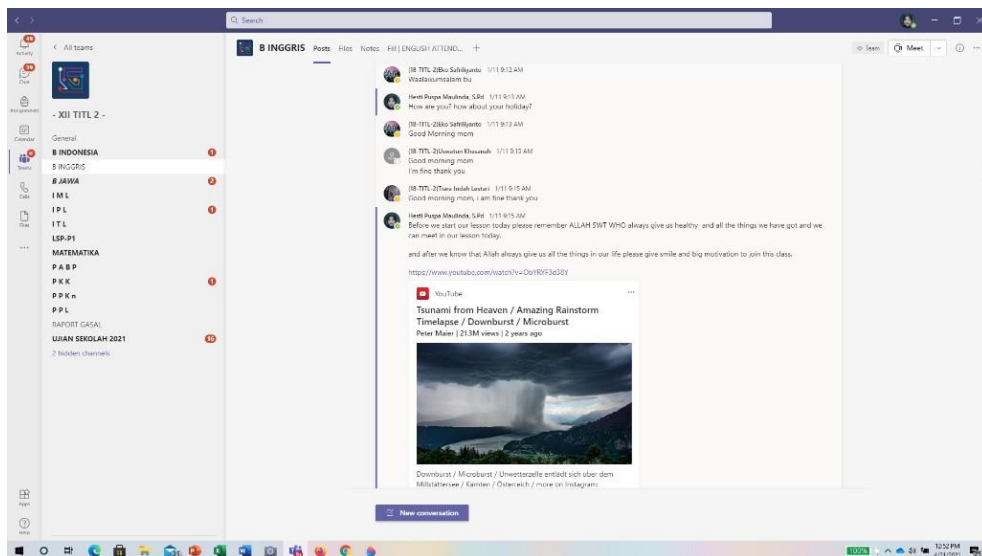
	Online Lesson Plan Pre-	Online Lesson Plan Post-
<i>Method</i>	Assignment	MEPOCHA
<i>Learning Steps (Introduction)</i>	1. The teacher gives greetings in writing and writes attendance via WA Chat/Google Classroom Chat/Team Class Chat.	1. The teacher greets and asks for news regarding student activities during the Pandemic at home verbally and face-to-face using the meeting/zoom/WA Video platform. 2. Attendance can also be taken from the meeting. 3. Apperception can be done through PowerPoint presentations that are posted and explained through meetings and learning scenarios.
Core	Students write mature conclusions in the summary of the material in their notebooks.	Teachers and students collaborate to conclude the material for discussion through chat.
Closing	The teacher just greeted and reminded the task deadline.	The teacher greets and expresses gratitude for the material that has been discussed. The teacher provides an overview of the learning material in the next lesson.

Table. 1 Differences in online learning plans before and after Mepocha

(3) At the product validation stage and (4) the effectiveness test phase, there will be revisions or improvements because the improvement process will go along with the validity data from experts. A systematic description of the stages of the Mepocha method can be seen from the image below:



Picture. 2 Stages of Meeting using Microsoft Teams by using Mepocha



Picture. 3 Stages of Posting using Microsoft Teams by using Mepocha



Picture. 4 Stages of Chatting using Microsoft Teams by using Mepocha

The next stage is the effectiveness test stage, which in this stage pays attention to the feasibility of the product, namely aspects of method steps, aspects of convenience, aspects of presentation, aspects of the curriculum accompanied by various items in each aspect. From the existing data obtained with an explanation of the feasibility of the 80% step, 83% convenience, 87% presentation, and 85% curriculum feasibility so that the average feasibility is 82.75% and is categorized as valid. Meanwhile, from the point of view of practicality, it is seen from the aspect of usefulness and convenience and an average of 82% is obtained in the usability aspect and 85 in the convenience aspect, so that 85% becomes a data that shows the practicality of the product to be used very practically. The next stage, based on the data that has been obtained, is followed up with testing through the T- test and triangulation techniques so that it can be seen that there is a link and influence from the use of the mepocha prototype method as a result of developing online learning methods on students' learning motivation and learning achievement, especially in learning English.

4 Conclusion

Research on the development of the Mepocha online learning method assisted by Microsoft Teams in English subjects at SMA N 1 Slawi, Tegal Regency has been carried out by researchers and declared valid with the assessment stages of the validators (experts). In the aspect of product feasibility, an average value of 82.75 is obtained so that the average value is included in the valid category. Meanwhile, the practicality analysis stated 85 so that it was considered very practical in learning, especially online learning English. A significant increase in student motivation in participating in learning-on-learning achievement.

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