Implementation of Microsoft OneDrive Media Application in Social Studies Learning in High School

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Abstract: Asessing how well digital platforms work to improve student achievement is becoming increasingly important as these technologies become more widely adopted in the education sector. This study examines the contribution of Microsoft OneDrive in social studies learning at the secondary school level, with an emphasis on its potential to support learning flexibility, strengthen collaboration between students, and encourage learning autonomy. The lack of studies that specifically review the benefits of OneDrive in the context of the Indonesian education system, especially in the implementation of the Merdeka Curriculum, is a significant problem identified in this study. A descriptive, qualitative study employed the technique of document analysis on several instructional resources that utilize OneDrive. The results show that OneDrive facilitates the distribution of assignments, increases the accessibility of educational resources, enables immediate feedback, and encourages both solo and group learning methods. OneDrive also facilitates the synchronization of online learning methods with curriculum objectives. However, obstacles still exist, such as the lack of supporting facilities and educators' low digital skills. Overall, OneDrive is considered an instrumental tool in transforming social studies learning to a more responsive, efficient and student-oriented digital structure.

1. INTRODUCTION

Microsoft OneDrive is an example of a digital tool that supports a collaborative learning approach in social studies by encouraging student interactions, enhancing teamwork in completing group projects, and promoting the development of critical thinking skills through an integrated, technology-based learning environment. Its use in the classroom enables more active student participation, particularly through group projects and shared resources (Reyes et al., 2024; Corrales & Tenorio, 2024). In the Indonesian context, the use of OneDrive is gaining popularity as part of a broader digital transformation initiative in the education sector. Studies demonstrate that having clear standards and stakeholder participation can significantly enhance implementation in schools despite policy and infrastructure differences (Novita et al., 2022; Widodo et al., 2021).

Student engagement is a critical factor influenced by the use of digital tools, such as OneDrive. Integrating features such as real-time collaboration, gamification, and multimedia

content has been shown to increase student motivation, participation, and interest in learning (Huang, 2024; Riswan et al., 2024). Likewise, OneDrive encourages student independence by providing easier access and better organization of learning materials (Manaf, 2024). On the other hand, teachers must be proficient with digital technologies and have confidence in their use for the implementation to be successful. Research indicates that professional development and training are necessary to support teacher preparation (Andriichuk et al., 2024).

Empirical support for this study comes from surveys and real-world observations. The increased adoption of cloud technology in educational settings has positively impacted students' ability to access learning resources and collaborate across geographical barriers (Raza et al., 2020). The results of the researcher's observations in the context of OneDrive use in educational environments provide a relevant qualitative contribution to understanding the dynamics of its application to pedagogical practices and student interaction patterns (Legutko, 2024). These findings emphasize how crucial it is to combine empirical research with real-world analysis in order to comprehend the reality of incorporating digital technology into the classroom.

This study looks into how OneDrive is used in social studies classes, how it affects student participation and online collaboration, and how both professors and students see its usefulness. By doing so, the study contributes to the continuous discussions regarding the usage of digital tools in the classroom. It makes clear how OneDrive may be used practically to support excellent educational projects.

2. THEORETICAL STUDY

Can examine the use of Microsoft OneDrive in digital learning through the lens of numerous important educational theories, including Constructivist Learning Theory, Collaborative Learning Theory, and Digital Learning Media Theory. These three ideas provide a solid conceptual foundation for understanding how digital technology, such as OneDrive, promotes active and collaborative learning and is geared toward the most effective use of digital materials.

First, according to Piaget's (1970) Constructivist Learning Theory, students' active engagement in creating understanding through meaningful experiences is crucial. Students have the freedom to create concepts, organize papers, and work through issues both alone and collaboratively when they use OneDrive. In addition to equipping students with the social and practical skills they need in the real world, this active involvement promotes intellectual growth

through critical and creative thinking processes (Active Participation of Students in the Education Process, 2023).

Furthermore, Vygotsky's Collaborative Learning Theory (1978) emphasizes the significance of social interaction in learning. With features like group chats, real-time document sharing, and simultaneous editing on a single platform, OneDrive makes it easier for students to collaborate. These interactions create a constructive learning environment where students feel more inspired and involved as they exchange and gain knowledge from one another. According to research, students' perceptions of their educational experience and overall academic accomplishment are positively impacted by active collaboration (Lagat & Concepcion, 2022).

Finally, Digital Learning Media Theory outlines how digital platforms have transformed the way teaching and learning occur in the modern classroom. Motivated and engaged as they share and learn about OneDrive, which provides students with full access to learning materials, allowing them to go deeper into the material. Instructors can give their students dynamic and captivating learning experiences by utilizing digital media, such as interactive displays, audio, and video. This flexibility is necessary to support 21st-century learning, which requires independence, ingenuity, and the ability to operate in a digital environment (Mehboob et al., 2024) from one another.

When combined, the three theories provide a comprehensive understanding of how OneDrive functions as a digital instrument that can improve the calibre of the learning process, both technically and pedagogically. Designing learning strategies that are both successful and pertinent to the condition of educational technology today requires the synthesis of theory and practice.

3. RESEARCH METHODS

This study employs a descriptive, qualitative methodology utilizing document analysis. Selected this methodology as it enables scholars to investigate and comprehend the implementation of Microsoft OneDrive in social studies learning based on written documents available online or in print. In line with the opinion of Chowdhury and Shil (2021), document analysis allows researchers to gain a contextual understanding of the phenomenon under study without direct intervention.

We used 12 documents as the primary source of data. These documents consist of scientific journal articles, research reports, theses, and official guidelines from educational institutions and educational technology developers. The document selection was based on the

criteria of currency (within the last 5 years), relevance to the research topic, and source credibility. The use of 12 documents aims to provide comprehensive and representative data coverage of the practice of using OneDrive in social studies learning, encompassing the roles of teachers and students, as well as integration with curriculum and digital technology.

Conducted this research in multiple phases, specifically: (1) problem identification, namely the lack of in-depth studies on the role of OneDrive in social studies learning in Indonesia; (2) document collection using purposive sampling techniques from various scientific and institutional sources; (3) document validation by checking the suitability of the content with the research focus; (4) document content analysis based on predetermined indicators; and (5) drawing relevant conclusions based on the relationship of content between documents.

The analysis indicators include flexibility of access, material storage, providing feedback, material distribution, usage training, online task collection, real-time collaboration, portfolio storage, and linkage to the Merdeka Curriculum.

To address the formulation of the problem, thematic analysis methods are employed to examine the content of each document. Each document is carefully read, coded based on thematic indicators, and then categorized into the dimensions of OneDrive's role. After that, the meaning and relationship between documents were interpreted. Adopted this technique from the Miles and Huberman framework and reinforced it with a thematic narrative approach (Viytovych, 2024).

Used this method to identify whether the practice of using OneDrive was by the theories of Collaborative Learning (Vygotsky) and Self-Regulated Learning. The results are discussed in the following results and discussion section.

4. RESULTS AND DISCUSSION

Table 1. Document Analysis on the Use of OneDrive in Social Studies Learning

No	Analysis Indicator	Main Findings	Source	Alignment with Theory
1	Learning flexibility	OneDrive enables access to materials across devices, supporting both teacher and student flexibility	Aribowo (n.d.)	Aligned with digital learning theory
2	Storing Social Studies materials	Teachers use OneDrive to store and securely share materials	Yaqin & Atmoko (2022)	Aligned with the concept of cloud education

3	Teacher feedback	Teachers give clearer digital comments compared to handwritten notes	Anson (2023)	Supports feedback effectiveness
4	Material distribution	Teachers distribute materials efficiently via OneDrive links	Yusra et al. (2021)	Aligned with digital content distribution principles
5	Uploading lesson plans and assignments	OneDrive is used to store lesson plans and learning assignments	Hidayati (2022)	Supports efficient instructional management
6	Student access to materials	Students regularly access and read learning materials via OneDrive	Yusra et al. (2021)	Supports independent learning
7	Collaboration training	Teachers train students to use OneDrive for group work in Social Studies	Sari (2021)	Supports online collaborative learning
8	Assignment submission	Students submit assignments through OneDrive for easy assessment	Yusra et al. (2021)	Efficient and transparent process
9	Real-time collaboration	Teachers and students can co-edit documents in real-time	Sari (2021)	Supports active engagement and collaboration
10	Storing instructional videos	Teachers store Social Studies instructional videos for flexible student access	Hidayati (2022)	Supports continuous learning access
11	Folder management	Teachers organize materials by class and topic using OneDrive folders	Yusra et al. (2021)	Aligned with digital learning management principles
12	Student learning portfolios	Students store learning portfolios using OneDrive	Allison & Hudson (2020)	Supports portfolio-based assessment
13	Field study reports	Students create and submit field study reports through OneDrive independently and collaboratively	Yusnita et al. (2022)	Supports project-based learning
14	Student learning autonomy	OneDrive facilitates student flexibility in time and location for learning	Jegadeesan et al. (2025)	Promotes learner autonomy

15	Support for tech-integrated curriculum	OneDrive supports implementation of the Merdeka Curriculum and 2013 Curriculum	Harmon et al. (2025), Zein et al. (2024), Widiansyah et al. (2023)	Strongly aligned with national digital education transformation goals

Source: Results of Document Analysis by Researchers, 2025.

The finding summarized in Table 1 show that the use of Microsoft OneDrive in social studies learning at the high school level has a significant impact on supporting learning flexibility, fostering collaboration between students and teachers, and promoting student independence in learning. These findings align with the theories described in the introduction, including Piaget's Constructivist Theory, Vygotsky's Collaborative Learning Theory, and the Concept of Self-Regulated Learning. In general, OneDrive has proven to be a digital storage and collaboration medium that supports the transformation of technology-based education by the principles of the Merdeka Curriculum.

Course materials are available to teachers and students from a variety of internet-connected devices with OneDrive. According to the Self-Regulated Learning philosophy, which emphasizes students' autonomous control over their time and course materials, this allows students flexibility in terms of where and when they learn. This finding is reinforced by Aribowo (n.d.) and supported by Manaf (2024), who states that digital learning management encourages successful self-learning.

Teachers use OneDrive to store lesson plans, teaching materials, learning videos, and other important documents in organized digital folders. Teachers can more easily handle materials and provide pupils with clear access due to their well-organized storage systems. The Digital Learning Media concept posits that cloud-based platforms facilitate the transmission of knowledge and organization of information.

Students can access all materials and assignments quickly and efficiently because teachers provide them with a single link. Yusra et al. (2021) claim that this model supports the notion of efficient and successful information distribution in online education. This efficiency is one of the characteristics of technology-based learning, as stated by Novita et al. (2022) in the context of the Merdeka Curriculum.

Teachers also provide immediate feedback on student assignments through documents in OneDrive. Digital comments replace handwritten notes that are often difficult to read. This process allows teachers to provide quick, transparent and objective feedback. This finding is

relevant to Anson's (2023) opinion in "Teacher Feedback Tools", which emphasizes the importance of using digital platforms in the learning evaluation process.

As part of the assignment collection process, students upload their work to the folder that the teacher provides. This speeds up the documentation and editing process while using fewer papers. According to Hidayati's (2022) research, the effectiveness of Microsoft learning tools is consistent with the idea of educational digital transformation.

Additionally, OneDrive promotes teacher-student cooperation when creating reports, group projects, or fieldwork. All members of the group can see and modify documents at the same time thanks to OneDrive's real-time collaborative capability. This emphasizes the critical role that social contact plays in learning and supports Vygo Sky's idea of collaborative learning. This finding is reinforced by Corrales & Tenorio (2024) and Sari (2021) on the effectiveness of online collaboration in social studies learning.

As part of improving digital literacy, teachers also guide students in the basic use of OneDrive, including folder management, file sharing, and editing online documents. This step is important so that students can adapt to the demands of technology in modern learning. The training contributed to the digital competence of students and teachers, in line with Andriichuk et al.'s recommendations. (2024), who suggests that educators strengthen teachers' digital professionalism.

The use of OneDrive also supports students' learning independence. Since students are accustomed to using resources and maintaining their learning portfolios independently, they are encouraged to take the initiative and manage their time effectively. Pupils start to think more critically about how they learn. His findings support the concept of Self-Regulated Learning, as described in the introduction, and are reinforced by the research results of Jegadeesa et al. (2025) and Allison & Hudson (2020).

Furthermore, the implementation of OneDrive is proven to support the implementation of the Merdeka Curriculum. Teachers can design project-based learning integrated with digital platforms. Experiences in several vocational schools as reported in prior studies demonstrate that the use of OneDrive enhances efficiency, facilitates academic collaboration, and prepares students for the digital work environment. Technology, such as OneDrive, is essential to the effectiveness of technology-based curricular reform, according to studies by Harmon et al. (2025), Zin et al. (2024), and Widiansyah et al. (2023).

However, there are still difficulties. Not all students have access to enough devices or dependable internet connections. Additionally, some teachers are still learning how to use this digital platform. These studies demonstrate that infrastructure, flexible school rules, and

training are necessary for the successful incorporation of technology in the classroom. Therefore, even though OneDive promotes technology-based learning in theory, a cautious and inclusive implementation plan is required in practice.

Overall, the results suggest that Microsoft OneDrive is a crucial component of a teaching strategy that prioritizes flexibility, collaboration, and student autonomy in the context of 21st-century education, in addition to serving as a technology tool.

5. CONCLUSION

This research indicates that implementing Microsoft OneDrive in high school social studies education significantly improves the quality and adaptability of the learning experience. OneDrive enhances learning autonomy, facilitates instant collaboration on group assignments, and provides access to materials at any time and from any location by allowing users to control their learning resources and track their progress. These results demonstrate how well-executed digital technology can make the conventional classroom more engaging and student-centred environment, aligning with the principles of self-regulated learning and collaborative learning theory.

OneDrive makes it easier to apply project-based and student-centred learning strategies within the Merdeka Curriculum framework, which complements the goals of national education. The consequences of Social Science Education programs are important—upcoming teachers need to possess digital skills and teaching methods that use platforms such as OneDrive to enhance student involvement and teamwork in the classroom. Consequently, the research recommends that teacher training organizations and educational stakeholders should focus on incorporating cloud-based media into teaching methods and curriculum development to guarantee that both students and educators are prepared for the digital age.

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