

The Effectiveness of Artificial Intelligence (AI) in Teachers' Digital Archiving on Microsoft 365 via OneDrive and SharePoint Cloud Storage Platforms at SMPN 01 Tilamuta

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ABSTRACT

This study aims to evaluate the effectiveness of the use of Artificial Intelligence (AI) in teachers' digital archiving through the Microsoft 365 ecosystem, specifically on the OneDrive and SharePoint platforms at SMPN 01 Tilamuta. The study used a qualitative approach with a descriptive evaluative method. Data were obtained through observations, interviews, and surveys of 15 teachers who participated in Microsoft 365 socialization and training. Analysis was conducted on four main dimensions, namely Microsoft 365, Microsoft Copilot, SharePoint, and OneDrive. The results showed that the use of Microsoft 365 obtained an overall average score of 73.29 with a good category. The Microsoft 365 dimension obtained the highest score of 78.17, followed by OneDrive with 74.05 and Microsoft Copilot with 71.43, while SharePoint obtained a score of 69.52 with a fair category. The findings also showed that the use of AI through Microsoft Copilot was able to improve teachers' work efficiency, where 53% of respondents felt time savings of more than 50% and 94% of respondents reported an increase in the quality of work results. Despite this, several challenges remain, such as limited user understanding, the need for further training, and concerns about data privacy and security. This study concluded that AI integration in Microsoft 365 through OneDrive and SharePoint effectively supports teachers' digital archiving, improves work efficiency, and simplifies document management and retrieval. However, optimizing SharePoint usage and improving user competency with AI features are still needed to achieve maximum benefits.

Article Information

Keywords:

Kecerdasan Buatan;
Pengarsipan Digital; Microsoft 365; OneDrive; SharePoint.

ABSTRACT

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan Artificial Intelligence (AI) dalam pengarsipan digital guru melalui ekosistem Microsoft 365, khususnya pada platform OneDrive dan SharePoint di SMPN 01 Tilamuta. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif evaluatif. Data diperoleh melalui observasi, wawancara, serta survei terhadap 15 guru yang mengikuti sosialisasi dan pelatihan Microsoft 365. Analisis dilakukan terhadap empat dimensi utama, yaitu Microsoft 365, Microsoft Copilot, SharePoint, dan OneDrive. Hasil penelitian menunjukkan bahwa penggunaan Microsoft 365 memperoleh skor rata-rata keseluruhan sebesar 73,29 dengan kategori baik. Dimensi Microsoft 365 memperoleh skor tertinggi sebesar 78,17, diikuti OneDrive sebesar 74,05 dan Microsoft Copilot sebesar 71,43, sedangkan SharePoint memperoleh skor 69,52 dengan kategori cukup. Temuan juga menunjukkan bahwa pemanfaatan AI melalui Microsoft Copilot mampu meningkatkan efisiensi kerja guru, di mana 53% responden merasakan penghematan waktu lebih dari 50% dan 94% responden melaporkan adanya peningkatan kualitas hasil pekerjaan. Meskipun demikian, masih ditemukan beberapa kendala, seperti keterbatasan pemahaman pengguna, kebutuhan pelatihan lanjutan, serta kekhawatiran terkait privasi dan keamanan data. Penelitian ini menyimpulkan bahwa integrasi AI dalam Microsoft 365 melalui OneDrive dan SharePoint efektif mendukung pengarsipan digital guru, meningkatkan efisiensi kerja, serta mempermudah pengelolaan dan temu balik dokumen. Namun, optimalisasi penggunaan SharePoint dan peningkatan kompetensi pengguna terhadap fitur AI masih diperlukan untuk memperoleh manfaat yang lebih maksimal.

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1. Introduction

The Demand for Professionalism in the Digital Era The world of education today demands that teachers not only excel in pedagogy, but also be orderly in administration. Everything from learning materials (lessons learned/teaching modules), class journals, to grade evaluations, are evidence of their performance accountability. In the era of digital transformation, ideally all of these documents are managed systematically, integrated, and easily accessible through cloud computing technology. However, in reality, many teachers are still trapped in sporadic administrative management. Even though they use computers, data storage is often scattered across various physical devices (flash drives or personal laptops) without a centralized synchronization system. As a result, data duplication occurs, the risk of document loss, and difficulties in compiling archives when needed for accreditation or school reporting purposes. This condition indicates that schools need more structured archive management through a digital system that can support the effectiveness of document storage and retrieval. Efforts to strengthen digital archiving in educational environments have also been emphasized in various capacity-building activities, which demonstrates the need for digital archiving transformation to improve work efficiency and accountability in educational institutions [1]. In the context of digitalization, the use of cloud-based storage is becoming an increasingly relevant solution for educational institutions. Cloud storage allows documents to be stored online, accessible across devices, supports automatic backups, and facilitates collaboration. Literature studies in Indonesian journals confirm that cloud storage has significant benefits for digital archive management because it helps users be more organized in storing documents, increases access efficiency, and facilitates data recovery. Although it still presents challenges, especially related to data security and dependence on internet networks [2]. As one of the most widely used services in educational institutions, the Microsoft 365 ecosystem provides integrated cloud storage services through OneDrive and SharePoint. Both platforms support centralized document storage and management, access rights settings, document sharing, and real-time team collaboration. In teacher archiving practices, OneDrive can be used to securely and flexibly store

teachers' personal documents, while SharePoint better supports institutional archiving because it allows the creation of document libraries that can be shared by school units according to specified access rights. In the rapidly developing digital era, Artificial Intelligence (AI) technology has become one of the most important innovations with great potential to impact various aspects of human life. AI refers to the ability of machines to mimic human intelligence, including the ability to learn, solve problems, make decisions, and interact with their environment. AI has been applied in various sectors, such as health, transportation, finance, manufacturing, and many more, with the aim of improving efficiency, productivity, and the quality of human life [3]. Through the cloud, the development of Artificial Intelligence (AI) technology in document management is also highly needed. AI can assist document management through features such as intelligent search, content recognition, automatic grouping, and file recommendations. The development of AI in archives and document management in Indonesia has begun to be widely studied, and one important finding is that AI can improve the efficiency and accuracy of archives management through the automation of document indexing and classification, while reducing human error [4].

Based on the description above, it can be understood that digital archiving of teachers requires a system that is not only cloud-based, but also supported by intelligent features such as AI so that the process of storing, grouping, and retrieving documents can be done quickly, accurately, and standardized. If previously researchers conducted research at SMPN 01 Duhiadaa on learning [5] and teacher administration [6] but this time SMPN 01 Tilamuta as an educational institution that is the object of further research that has adopted Microsoft 365 and the OneDrive and SharePoint platforms has a great opportunity to improve the quality of teacher digital archive management.

Several previous studies have extensively examined digital archiving in schools, such as Nugroho's finding that outreach activities improve understanding and skills in digital archiving within the school environment [1]. However, unfortunately, this study has not yet measured its effectiveness and has not examined AI. Furthermore, Fatmawati and Caroline's research found that cloud storage helps with organization, efficient access, and backup of

digital archives, but poses data security challenges [2].

However, it still focuses on personal archives, not yet on teachers/schools and has not tested AI. Then there is also one from Yulianto, Murdianto & Al-Amin whose findings are that AI has the potential to increase the efficiency of indexing, classification, and document retrieval in archive management [9]. However, their research is still conceptual and has not been field tested in schools/teachers. Therefore, this research will have novelty because it not only examines teachers' digital archiving in general, but specifically examines the effectiveness of Artificial Intelligence (AI) as a supporting feature in a Microsoft 365-based digital archiving system by utilizing two main cloud platforms, namely OneDrive and SharePoint, in the context of junior high schools (SMP).

2. Method

This study uses a qualitative approach with a descriptive evaluative method. The qualitative approach is used to deeply understand the effectiveness of the application of Artificial Intelligence (AI) in teachers' digital archiving, while the descriptive evaluative method aims to describe, assess, and evaluate the use of AI features in Microsoft 365 through the OneDrive and SharePoint cloud storage platforms at SMPN 01 Tilamuta. Stage 1 Preparation and Preliminary Study Process: Identifying problems and studying literature related to AI in Microsoft 365, OneDrive, and SharePoint. The preliminary study aims to understand the context of using cloud technology in the school environment [10]. Output: Problem formulation and research objectives Achievement Indicator: Research proposal approved Stage 2: Preparation and Validation of Research Instruments Process: Compiling research proposals and compiling research instruments such as interview guidelines, observation sheets, and surveys.

Instruments in the form of interview guidelines and observation sheets were compiled based on the research focus, then validated through expert judgment to ensure the suitability and depth of qualitative data [11]. Output: Interview guidelines, observation sheets, and online survey forms. Achievement Indicators: Instruments are valid and suitable for use Stage 3: Research Implementation Process: Conducting research trials on the use of AI on Microsoft 365 via OneDrive and SharePoint and data collection.

Data collection was conducted through in-depth interviews, observations, and online survey forms. This approach aims to gain a comprehensive understanding of the effectiveness of AI in teachers' digital archiving. Output: Interview transcripts, observation notes, and supporting documents Achievement Indicator: Data collected according to the research focus Stage 4: Data Presentation Process: Conducting data processing and data analysis. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. Output: Results of the evaluation of the effectiveness of AI on Microsoft 365 (OneDrive & SharePoint) Stage 5: Research Reporting Process: Compiling a research report in the form of activities, funding, and publication to a reputable journal Sinta 3 Output: Summary of research reports & journal publications Achievement Indicator: Report accepted.

3. Discussion and Results

The respondents in this study were 15 teachers from SMPN 01 Tilamuta who participated in the Microsoft 365 socialization activity. The following is the demographic profile of the respondents:

Category	Information	Amount	Percentage %
Gender	Man	6 people	40.0%
	Woman	9 people	60.0%
Age	18–25 years	1 person	6.7%
	26–35 years	7 people	46.7%
	36–45 years	4 people	26.7%
	46–55 years	2 persons	13.3%
	Not mentioned	1 person	6.7%
Education	Bachelor's Degree (S1)	14 people	93.3%
	Master's Degree (S2)	1 person	6.7%
Digital Capabilities	Expert	1 person	6.7%
	Intermediate	4 people	26.7%
	Base	5 people	33.3%
	Beginner	5 people	33.3%
M365 Usage Duration	< 6 months	13 people	86.7%
	2–3 years	2 persons	13.3%

Table 2. Demographic Profile of Respondents

Based on the data above, the majority of

respondents were female (60.0%), with the dominant age group being 26–35 years (46.7%). Most respondents (86.7%) had only been using Microsoft 365 for less than six months, indicating that this outreach activity was an initial introduction for most teachers. Respondents' digital proficiency levels varied, with the largest proportion at the Basic and Beginner levels (33.3% each), followed by Intermediate (26.7%) and Expert (6.7%).

From the results of the interview with Mr. Surahmat Hasjim as the principal, it was said that "Almost all the teachers here do not have or do not know how to use Microsoft 365, although there are some teachers who have participated. And I am the only one who uses Microsoft 365, which is paid for by the central government." This means that many teachers at SMPN 01 Tilamuta are still unfamiliar with Microsoft 365 and also cannot afford to subscribe and prefer the free one. This is supported by one of the teachers who attended the workshop, Mrs. Sumiati "Why choose the paid one when there is a free one?" This narrative is indeed ingrained in the mindset of most Indonesians.

A. Results and Data Analysis

Data analysis was conducted on 31 statement items grouped into four dimensions. Each score was converted to a scale of 0–100 and categorized based on a predetermined rating scale.

1. Microsoft 365 Dimensions

Based on the Microsoft 365 dimensions, teachers' perceptions of ease of access, interface, productivity, and use of core applications (Word, Excel, PowerPoint) were measured. This dimension consists of 10 items.

No.	Indicator	Score	Category
1	Microsoft 365 Ease of Access	75.00	Good
2	Easy to Understand and Use Interface	85.00	Very good
3	Increased Work Productivity	78.33	Good
4	Microsoft Word – Efficient Document Creation	80.00	Good
5	Microsoft Excel – Data Processing	83.33	Good
6	Microsoft PowerPoint – Professional Presentations	80.00	Good
7	Remote Work (WFH) Ability	75.00	Good
8	Corporate Data	73.33	Good

	Protection		
9	Data Backup and Restore Features	73.33	Good
10	Confidence Using M365	78.33	Good
Average Dimensions		78.17	Good

Table 3. Microsoft 365 Dimension Evaluation Results

This Microsoft 365 dimension received an average score of 78.17 (Good). The highest indicator was user-friendly interface, with a score of 85.00 (Very Good), followed by Microsoft Excel for data processing (83.33) and Microsoft Word for document efficiency (80.00). The lowest indicator was ease of access and remote/WFH capabilities, with a score of 75.00, which is still in the good category.

These results show that Microsoft 365 has provided significant benefits in supporting productivity, data processing, document creation, presentations, and remote work.[13]The most prominent aspect is the user-friendliness of the interface, while data protection and backup features still require attention to improve user perception and confidence in the system's security. Overall, teachers rate Microsoft 365 as an easy-to-use platform capable of increasing work productivity.

Based on observations, researchers observed that workshop participants were highly enthusiastic when the resource person explained the advantages of Microsoft 365 compared to previous generations. This was evidenced by the numerous active participants who responded with questions. Therefore, in addition to presenting the material, the resource person also provided special assistance to participants who were still having difficulty operating Microsoft 365, assisted by research members.

2. Microsoft Copilot Dimensions

The Microsoft Copilot dimensions measure teachers' level of knowledge, ease of access, output quality, comfort, and satisfaction in using the artificial intelligence features integrated in Microsoft 365. Microsoft Copilot helps increase productivity by providing automation features and a writing assistant (AI) that can generate ideas, create outlines, and provide feedback to improve the quality of writing.[14]. Based on the results of the study, it is said that the successful integration of AI increases efficiency through automated feedback, assessment,

and analytics.[15].

This dimension consists of 7 statement items:

No.	Indicator	Score	Category
1	Knowledge and Understanding of Copilot	75.00	Good
2	Ease of Access Microsoft Copilot	73.33	Good
3	Improving Work Quality with Copilot	68.33	Enough
4	Comfort and Confidence Using Copilot	70.00	Good
5	Sustainable Use of Copilot	70.00	Good
6	Overall Satisfaction with Copilot	70.00	Good
7	Copilot Integration in M365 Apps	73.33	Good
Average Dimensions		71.43	Good

Table 4. Microsoft Copilot Dimension Evaluation Results

The Microsoft Copilot dimension received an average score of 71.43 (Good). The highest indicators were knowledge and understanding of Copilot and ease of access (75.00 each). The lowest indicator was improving work quality, with a score of 68.33 (Fair), indicating that teachers are still in the adaptation phase in optimally utilizing Copilot. This aligns with the finding that most respondents have only been using Microsoft 365 for less than six months.

These findings indicate that Microsoft Copilot has been quite well-received by users, particularly in terms of ease of access, integration with Microsoft 365, and user understanding of the technology. However, improving work quality still requires more attention to maximize the benefits of Copilot. Therefore, increased training, mentoring, and optimization of Copilot's features are needed to improve user effectiveness and productivity.

Based on an interview with one of the teachers, Mr. Wahyudi, he really likes the features in Microsoft 365 because they are very helpful when teaching Informatics subjects, especially Microsoft Copilot, which already has AI features. Although Microsoft Copilot offers many benefits, it is important to consider the ethical challenges and risks of over-reliance on this technology. Users must ensure responsible and ethical use, and develop the necessary skills to utilize this tool effectively.[16].

3. Sharepoint Dimensions

SharePoint dimensions measure teachers' perceptions of ease of access, site structure, loading speed, search features, mobile accessibility, and document storage and sharing capabilities. Microsoft SharePoint serves as a collaboration and knowledge management platform across various sectors. SharePoint has been integrated with other technologies such as Microsoft 365 and Power Platform to support digital transformation in public and private organizations.[17].

This dimension consists of 7 statement items:

No.	Indicator	Score	Category
1	SharePoint Ease of Access	75.00	Good
2	Organized SharePoint Site Structure	66.67	Enough
3	SharePoint Page Loading Speed	63.33	Enough
4	Document Search Feature in SharePoint	66.67	Enough
5	Access SharePoint from Mobile Devices	75.00	Good
6	Storage and Organization of Work Documents	71.67	Good
7	Share Documents with Coworkers	68.33	Enough
Average Dimensions		69.52	Enough

Table 5. SharePoint Dimension Evaluation Results

The SharePoint dimension received an average score of 69.52 (Sufficient). The highest indicators were ease of access and accessibility from mobile devices (75.00 each). The lowest indicators were page loading speed (63.33) and document storage/organization (66.67), both of which were in the Sufficient category. This indicates the need for network infrastructure improvements in the school environment as well as further training on document management in SharePoint. While SharePoint offers many benefits, challenges such as organizational change management and administrative support remain critical factors in the successful implementation of this technology.[18]

4. OneDrive Dimensions

The OneDrive dimension measures teachers' perceptions of ease of access, file synchronization, transfer speed, file organization, sharing capabilities,

data security, and overall satisfaction with the cloud storage service. OneDrive excels in its integration with Microsoft Office applications, which facilitates collaboration and productivity. This dimension consists of seven statement items:

No.	Indicator	Score	Category
1	Easy OneDrive Access from Multiple Devices	76.67	Good
2	Automatic and Smooth File Synchronization	68.33	Enough
3	File Upload and Download Speed	76.67	Good
4	File and Folder Organization in OneDrive	75.00	Good
5	Share Files/Folders with Coworkers	71.67	Good
6	Security of Files Stored on OneDrive	70.00	Good
7	Overall Satisfaction with OneDrive	80.00	Good
Average Dimensions		74.05	Good

Table 6. OneDrive Dimension Evaluation Results

The OneDrive dimension received an average score of 74.05 (Good). The highest indicators were overall satisfaction with OneDrive (80.00) and ease of access and upload/download speed (76.67 each). The lowest indicator was automatic file synchronization (68.33), which is still in the Sufficient category. Overall, OneDrive was considered an adequate and easy-to-use cloud storage solution for digital archiving by teachers in schools.

5. Recapitulation of All Dimensions

The following is a recapitulation of the average scores for all dimensions of the evaluation of Microsoft 365 usage at SMPN 01 Tilamuta:

No.	Dimensions	Score (0-100)	Category	Number of Items
1	Microsoft 365	78.17	Good	10
2	Microsoft Copilot	71.43	Good	7
3	SharePoint	69.52	Enough	7
4	OneDrive	74.05	Good	7
Overall Average		73.29	Good	31

Table 7. Summary of average dimension scores

Overall, the evaluation of Microsoft 365 usage at SMPN 01 Tilamuta obtained an average

score of 73.29 (Good). The Microsoft 365 General dimension obtained the highest score (78.17), followed by OneDrive (74.05), Microsoft Copilot (71.43), and SharePoint (69.52). The SharePoint dimension had the lowest score and was the only dimension in the Sufficient category, particularly in the aspects of loading speed and document management.

The evaluation results show that the overall level of Microsoft 365 usage at SMPN 01 Tilamuta is in the Good category, with an average overall score of 73.29. This score indicates that Microsoft 365 services have been implemented quite effectively to support administrative and learning activities within the school environment.

The highest-scoring dimension was Microsoft 365 General, which earned a score of 78.17 in the Good category. This achievement indicates that users understand and optimally utilize Microsoft 365's basic features. Ease of access, service integration, and perceived benefits in supporting daily work were contributing factors to the high score on this dimension.

Furthermore, OneDrive scored 74.05 and Microsoft Copilot scored 71.43, both of which are also in the Good category. These results indicate that Microsoft Copilot's cloud-based storage service and artificial intelligence features have provided benefits to users. However, Microsoft Copilot's score, which remains below Microsoft 365 General, suggests that the level of understanding and utilization of these AI features could still be improved through more intensive training or mentoring.

Meanwhile, SharePoint scored the lowest on the dimension, at 69.52, and was the only dimension categorized as Adequate. This result indicates that SharePoint implementation and utilization have not been optimal. Several factors that can influence this situation include limited user understanding of SharePoint functions, the complexity of document management and collaboration, and potential technical challenges such as access speed and data synchronization processes.

Overall, the evaluation results indicate that the use of Microsoft 365 at SMPN 01 Tilamuta has been successful. However, improvements are needed, particularly in the SharePoint and Microsoft Copilot dimensions, to ensure optimal utilization of all Microsoft 365 services. Continuous training, feature socialization, and enhanced technical support could be effective strategies to improve the

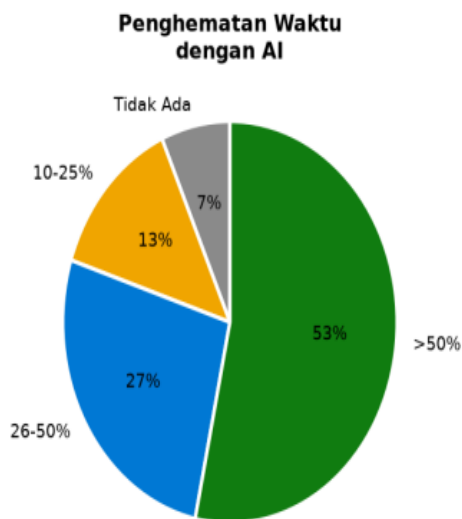
platform's use in the future.

B. AI Effectiveness Impact Analysis

In addition to the Likert-based evaluation, the survey also collected qualitative and quantitative data on the impact of artificial intelligence (AI) use on teachers' daily work. The following are the key findings:

1. Saving Work Time with AI
 - a. 53% of respondents (7 people) felt time savings of more than 50% after using AI
 - b. 27% of respondents (5 people) felt a time saving of 26–50%
 - c. 13% of respondents (2 people) felt a time saving of 10–25%
 - 7% of respondents (1 person) did not feel any time savings

Figure 1. Percentage of respondents regarding



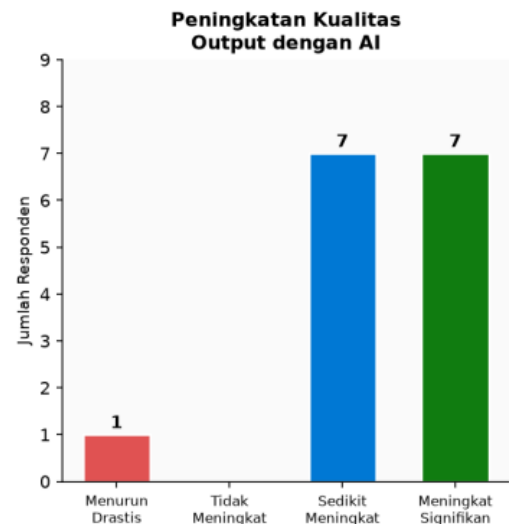
time savings with AI

2. Improving the Quality of Work Output
 - a. 47% of respondents (7 people) stated that the quality of output had increased significantly.
 - b. 47% of respondents (7 people) stated that the quality of output had increased slightly.
 - c. 6% of respondents (1 person) stated that the quality of output had decreased drastically.

Figure 2. Percentage of respondents regarding output quality with AI

3. Challenges of Using AI

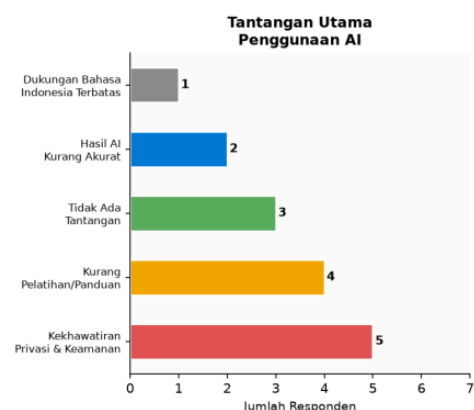
- a. Data privacy and security



concerns: 5 respondents (33.3%) — biggest challenge

- b. Lack of training and guidance: 4 respondents (26.7%)
- c. No significant challenges: 3 respondents (20.0%)
- d. AI results are less accurate/relevant: 2 respondents (13.3%)
- e. Indonesian language support is still limited: 1 respondent (6.7%)

Figure 3.



Percentage of respondents regarding challenges with AI

C. Recommendations for Using AI in Microsoft 365

A total of 66.7% of respondents (10 people) stated Yes, they would recommend the use of Microsoft 365 AI to colleagues, 26.7% (4 people) stated Maybe, and 6.7% (1 person) stated No. The high percentage of positive recommendations indicates that teachers generally feel real benefits from the use of AI in their work.

Figure 4. Percentage of respondents regarding challenges with AI

4. Conclusion

Based on the evaluation results of 15 teachers at SMPN 01 Tilamuta, it can be concluded that:

1. Overall, the use of Microsoft 365 at SMPN 01 Tilamuta obtained an average score of 73.29 in the Good category.
2. The Microsoft 365 General dimension scored the highest (78.17 – Good), with the user-friendly interface being the best indicator (85.00 – Very Good).
3. OneDrive's dimensions scored 74.05 (Good), with overall satisfaction being the strongest indicator (80.00).
4. The Microsoft Copilot dimension scored 71.43 (Good), but the improvement in work quality was still in the Sufficient category (68.33), indicating the need for more intensive training.
5. The SharePoint dimension scored the lowest (69.52 – Fair), especially in the aspects of loading speed (63.33) and document management, which require special attention.

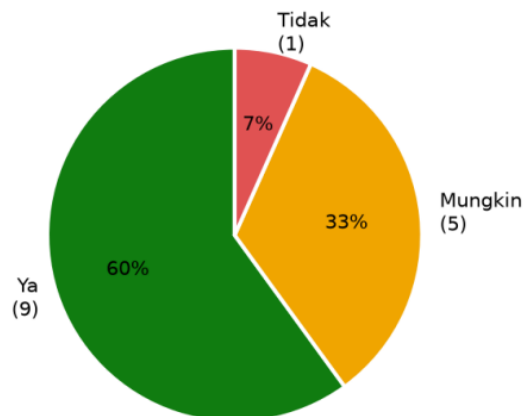
Based on these conclusions, the following are recommendations that can be considered:

1. Network Infrastructure Improvements: Strengthening internet connections in the school environment to address SharePoint loading speed and OneDrive sync issues.
2. Microsoft Copilot Advanced Training: Conducting a dedicated workshop on

Copilot to increase teachers' understanding and confidence in leveraging AI features, including best practices for maintaining data privacy.

3. SharePoint Optimization: Developing standardized document management guidelines and SharePoint site structures to make them easier for all teachers to use.
4. Ongoing Mentoring Program: Conducting regular coaching sessions for teachers with Basic and Beginner digital skills to accelerate the Microsoft 365 learning curve.

Rekomendasi M365 kepada Rekan Kerja



5. Periodic Evaluation: Conduct periodic evaluations of Microsoft 365 usage (every semester) to monitor the development of teachers' digital competencies and the effectiveness of training programs.

Affordable Price Advocacy: Proposing to relevant parties that Microsoft 365 can be obtained at a more affordable price or through a special subsidized program for educational institutions, considering that many respondents mentioned subscription costs as the main obstacle.

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