Indonesian Journal of Primary Education

Using Sway App as an Instructional Medium for Social Studies Learning in Elementary School

Anggit Merliana[1], Nuraly Masum Aprily[2], Ani Agustini[3]

Bachelor of Elementary School Teacher Education Program,
Universitas Pendidikan Indonesia, Tasikmalaya Campus
* Corresponding author:anggitm@upi.edu

Abstract

The purpose of this study is to produce a description of the analysis of the effectiveness of using the Sway application as an instructional medium for social studies learning in elementary school on the topic export and import activities. This study used a research and development model. In this study, descriptive analysis of the data was carried out. The descriptive stage was used to reveal and explain the initial research findings in the field which then were narrated in the form of notes, then used to measure the level of effectiveness and satisfaction of the product. The results of the study include data on student satisfaction in using the sway application on the topic export and import activities which were obtained by using questionnaire showing 60% effective and very satisfied to be used as instructional media.

Keywords: Sway Application; Learning Medium; Export and Import

Abstrak

Tujuan penelitian ini yaitu menghasilkan deskripsi analisis mengenai keefektifan penggunaan aplikasi *Sway* sebagai media pembelajaran IPS SD pada materi kegiatan Ekspor dan Impor. Penelitian ini menggunakan model penelitian bentuk Reserach and development. Pada penelitian ini dilakukan analisis deskriptif data. Tahap deskriptif digunakan untuk mengungkapkan dan menjelaskan temuan awal penelitian yang berada dilapangan dan dinarasikan dalam bentuk catatan, kemudiam digunakan untuk mengukur tingkat keefektifan dan kepuasan produk tersebut. Hasil penelitian mencakup kepuasan siswa dalam menggunakan aplikasi sway pada materi kegiatan ekspor dan impor yang dilakukan dengan menggunakan sebaran menunjukan 60% efektif dan sangat puas untuk dijadikan sebagai media pembelajaran. Implikasi hasil penelitian ini adalah pengembangan penggunaan media dalam mencapai keefektifan pembelajaran.

Kata Kunci: *Aplikasi Sway; Media Pembelajaran; Ekspor dan Impor.*

INTRODUCTION

Education is a conscious effort that is deliberately designed to achieve the goals that have been set. Education aims to improve the quality of human resources. Based on the times in the world of education, which continues to change significantly so that it changes the mindset of educators from a lay and rigid mindset to a more modern one. Teachers have a role to improve the quality of education, because teachers are the spearhead in the implementation of learning in the field (classroom) and are directly involved in the teaching and learning process which is the core to achieve learning objectives, namely competency standards that must be achieved by students. For this reason, the knowledge, attitudes and skills of teachers to develop learning are factors that determine student success in learning.

Hermawan, et al (2007, p. 4) explain that learning media is a vehicle for distributing messages in the learning process, because learning activities are essentially a communication process and make the teacher a communicator in charge of conveying messages or teaching materials to students. However, Hermawan further explained that today, students are not only recipients of messages but also communicators so that two-way or more communication occurs. Therefore, in the learning process, the role of learning media is needed to increase the effectiveness of achieving learning objectives.

Learning media is useful to complement, maintain and even improve the quality and ongoing learning process.The use of media in learning will improve learning outcomes, increase student activity, and increase student learning motivation.

There are two forms of media as suggested by Hermawan (2007, p. 21), namely media available in the market (media by utilization) and media that are arranged according to learning objectives (media by design). While the types of media are divided into three, namely visual media, audio media and audio-visual media.

Supriatna, et al (2010, p. 166) explained that there was a study by the British Audio-Visual Association which resulted in the findings of the average amount of information obtained by an individual through the senses showing 75% through the sense of sight (visual), 13% of the sense of hearing (auditory).), 6% through the senses of touch and touch and 6% through the senses of smell and tongue.

Accuracy use   Learning media cannot be separated from our understanding of the variety and characteristics of the media. In the process of teaching and learning, the presence of learning media has a fairly important meaning because in these activities the ambiguity of the material presented can be helped by presenting learning media as intermediaries. The complexity of teaching materials that will be delivered to students can be simplified with the help of learning media. Learning media can represent what the teacher is unable to say through certain words or sentences. Even the abstraction of teaching materials can be made concrete with the presence of learning media. Raharjo, et al (2020) explained thatThe increase in student learning activities also cannot be separated from the better interaction between fellow students in each group and also the interaction between teachers and students.

Thus, it is easier for students to digest teaching materials than without the help of learning media. Moreover, as we know in social studies learning, there are a lot of materials that must be explained by the teacher, such as teaching Export and Import

activities which from the word alone sounds complicated and difficult to understand and according to research results in general we will remember 20% of what we read, 30% of what we hear, 40% of what we see, 50% of what we say, 60% of what we do and 90% of what we see, hear, say and do. therefore the use of an application that is easy, interesting and simplifies our process of remembering, namely the Sway Application. The Sway application is a presentation tool that is created and played online on the sway.com page.

There are several previous studies regarding the use of the Sway Application including research by Raharjo et al (2020)et al (2020) regarding the use of Microsoft sway and Microsoft form as interactive media in history learning. Other research is research on developing handouts for reading and writing beginnings with the help of Microsoft Office 365 Sway applications for Grade I Elementary School Students by Rukmi, et al (2012), research by Usodo and Deshinta (2016) on the application of several applications from Microsoft: Office Mix, Onenote, Sway in learning mathematics, as well as research by Sudarmoyo (2018) regarding the use of the Sway application for learning media, the sway application is very good to be used as a medium in the learning process.

On the Sway App, presentation results can be shared with recipients using the shared link. On the Sway.com page, various design templates are available a presentation that can be chosen by the maker, be it an image or video. To use the various features on Sway.com, users need to create an account first and must use an email with Outlock.com. The purpose of writing this article is to improve the teaching quality of elementary school teachers, especially in high grade social studies learning and the benefit of writing this article is to provide recommendations for learning tools, especially to elementary school teachers so that learning is more optimal and fun.

METHOD

The research model used is a form of research and development (R&D). Sugiyono

(2013:297) says that the research and development method is a research model to produce a product, and test its effectiveness. To test the effectiveness of a product that is still hypothetical, an experimental stage is used, and then after going through product trials, the output of this product can be applied in the field through dissemination. Furthermore, in this study, descriptive data analysis was carried out. The descriptive stage is used to reveal and explain the initial findings of research in the field, and will be narrated in the form of text notes, then used to measure the level of effectiveness and satisfaction of the product.

RESULTS AND DISCUSSION

Microsoft Office Sway Product Constellation as Social Science Learning Media

In essence, the use of Office Sway has a difference compared to power point. Sway is slightly better for showcasing creations as needed. Huda (2017) explains thatSway is an internet-based presentation tool with various features so that when a presentation is run it can combine text, images, video and sound. Sway is also a form of multimodal text that combines images and certain shapes. This is stated in a comparison with Microsoft Power Point which has advantages such as the appearance and features of the template used, as stated by Ardian, et al (2020) thatMicrosoft 365 also has a special feature that a teacher can use to create interactive learning media, namely the Sway application. The Sway application is not software that must be installed on a PC or laptop but is a web-based application. Huda further explained that this sway application can also add Microsoft forms that have been created beforehand. The benefits of the Microsoft form found in Microsoft Sway are to make it easier for teachers to process data needed in learning such as attendance and assignments.

Based on this, the sway containing export and import activities provides an opportunity to be used as teaching material for social studies learning. An example of how to use Office Sway containing export and import activities can be seen in the following image:

Table 1
Example of the display of the use of office sway containing export and import activities

No	Picture	Information
1.		Storyline view
2.		Sway display of export and import activity titles
3.		Display of sway video learning of export and import activities
4.		Indonesian export and import activities
5.		Benefits of export-import activities

Field Trial

1. Limited Scale Test Results (Preliminary Filed Test)

Limited scale trial using a sample of 15 elementary school students. This trial phase aims to obtain evidence of student satisfaction with teaching materials using Sway media. The data obtained from this stage is the result of a questionnaire through a google form, which will be compiled and analyzed to be used as initial data to revise the product.

a. Instrument

The instrument used is an online questionnaire via a google form. The questionnaire instrument aims to determine the level of student satisfaction with teaching materials using Sway media with the content of export and import activities.

b. Analysis Techniques

The survey data are random student responses from grades 1-6 with different domiciles that are sampled. Data in the form of numbers or scores of satisfaction with teaching materials using sway media, analyzed quantitatively-descriptively, and concluded for improvement. The data is presented in tabular form, as follows:

Tables. 2
Limited Trial Questionnaire Acquisition Data

Name	cl	Score	Student Satisfaction Percentage
DHA	2	85-100	Very satisfied
RN	4	85-100	Very satisfied
RSL	4	85-100	Very satisfied
NTD	4	75-84	Satisfied
P	5	85-100	Very satisfied
MAA	6	85-100	Very satisfied
NA	6	85-100	Very satisfied
F	6	75-84	Satisfied
FA	4	85-100	Very satisfied
MTF	6	75-84	Satisfied
SA	4	85-100	Very satisfied
SM	6	75-84	Satisfied
DR	5	75-84	Satisfied
SA	6	85-100	Very satisfied
SNR	4	60-74	Enough

Based on the results of the questionnaire given to 15 elementary school students, a number of data were produced, that 9 people or as many as 60% of students answered very satisfied, 5 people or 34% of students answered satisfied, and 1 person or 6% of students answered quite. From the data processing, it can be concluded that of the overall students more than 50% who filled out the social studies learning media trial questionnaire using the sway gave a very satisfied response. So that the results of the calculation of the data obtained by the conversion get a score of 85-100 according to the criteria for conversion guidelines, the score shows that it is in the very satisfied category, so that the media sway containing export and import activities is considered feasible for online-based social studies learning. In connection with that matter,Meikayanti and Huda (2017) in their research on the effectiveness of using mind maps based on Microsoft sway presentations in Indonesian courses show that using Microsoft Sway has proven to be very effective.

The data means that the use of learning media needs to contain interactive elements and needs to consider certain things, as statedSudarmoyo (2018) that interactive learning media is a teaching delivery system that presents recorded video material with computer control to the audience (students) who not only hear and see video and sound, but also provide responses.

Social studies teachers and elementary school teachers are sought to have the ability to design learning using Microsoft Sway as an alternative learning media. Its use is not only limited to textbooks or power points, but strive by combining a number of One of the other digital application services is Office Sway.

Teachers as information distributors need to convey insights in the form of export and import activities as well as other things that can be used as other teaching materials. Considering, now that we have entered the Industrial revolution 4.0, all of which from the economic, educational, social and cultural fields have all used digitalization, so students

are required to master science and technology, but not only students but teachers also have to be able to master science and technology.

In the field of education, the use of sway media is included in the digitalization of education, so there have been a lot of tutorials in developing media sway on social media, it is very easy for teachers to access them depending on the teacher's efforts in exploring material or not. Ability in terms of mastery of technology in this digital era is a requirement that teachers need to have in carrying out the learning process, because these conditions and situations are very fast in terms of technological advances that have penetrated the world of education. Various kinds of media or platforms related to the learning process have developed and various types are available so that at least teachers need to master several kinds of applications or platforms as provisions in supporting the learning process.

There are several things that need to be considered in choosing media, as stated by Hermawan (2007, p. 39) There are three main things that need to be considered in choosing learning media including the purpose of selecting learning media, characteristics of learning media and alternative learning media that can be selected. Furthermore, Hermawan explained (2007, p. 62) other things that need to be considered in the selection of media include compatibility with objectives, conformity with learning materials, conformity with student characteristics, conformity with theory, conformity with student learning styles and suitability with environmental conditions, support facilities and available time.

Thus, the need for learning media by combining digitalization to create an attractive product is indispensable. This also indicates that the role of learning media is very necessary. Learning media is used as a means for teachers to make it easier to convey teaching materials to their students so that there will be varied and meaningful activities. Especially now that technology is developing

very rapidly and the world is currently experiencing the Covid-19 Pandemic. So, Indonesia also experienced it and one of the impacts was that face-to-face learning was limited which was then shifted to online (in the network). This momentum is one of the right moments for teachers to use in creating varied and enjoyable learning for elementary school students.

According to Desrianti et al, (2012, p. 124) argues that the current education system and the method of delivery in a teaching used are still conventional, therefore a new system and method of teaching is needed that has modern elements. The new model of teaching that has modern elements, of course, cannot be separated from science and technology and the use of Microsoft media *office sway* is a new model of teaching that has modern elements. In connection with technological advances that continue to develop rapidly, it can be illustrated by the following graph:
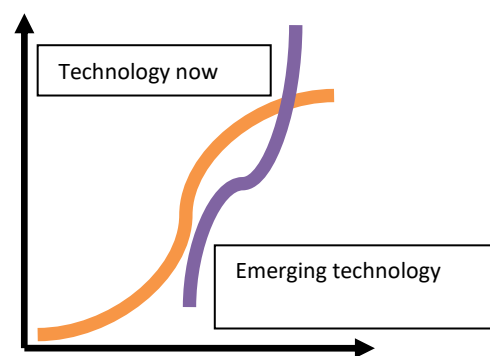
The graph shows that technological growth in the future will continue to develop. Advances in technology have been predicted by many figures since time immemorial, even learning through the internet has been predicted by Dryden and Vos (2003, p.57) who state that, by linking the four trends with the world of commerce and education, we can get an amazing picture of the future world. that people can not only communicate quickly all over the world, but they can trade and learn instantly as well. Furthermore, Dryden and Vos (2003, p. 163) explain that learning is cultivated by more than one sense. The role of a good teacher by using various other

techniques but nowadays interactive technology is very helpful.

The use of this sway is considered effective for use in the learning process as an effective interactive digital learning media in achieving learning objectives and other aspects as statedSuherman, et al (2019) in their research on the effect of the STAD type cooperative learning model assisted by the Microsoft Office Sway application to improve mathematics learning outcomes for junior high school students showed that the learning media was more effective than classes using conventional learning models and media.Besides thatArdian, et al (2020) research on the use of Microsoft Sway and Microsoft Forms as interactive media in history learning shows that the Sway Application can be used as an interactive medium.

Digital learning at this time is one form of learning that is in demand by students, because almost various aspects of children's lives throughout the day cannot be separated from technology, as well as in obtaining learning resources. However, good learning resources need to be considered so that they remain as they should be. Therefore, the provision of the main learning resources would be better provided by the teacher, but that does not mean that students should not seek from other sources. This is intended so that the function of the teacher as a provider of learning resources is fulfilled. As well asPrasetya (2021) in his research on improving online history learning outcomes based on interactive presentation media, namely the sway application, explains that the use of the sway application can increase students' knowledge construction independently, thereby increasing student achievement in history subjects and providing a meaningful learning experience for students. student.

Dale in Sanjaya (2008: 199-200) explains that the learning experience gained by students can be through the process of action or experiencing what they learn for themselves, the process of observing and listening through certain media and the process of listening through language. Based on this statement, the concept of the "cone of experience" theory can illustrate that when students are given concrete examples of material and with an attractive appearance, they can get a meaningful learning experience. Office sway media containing export and import activities has advantages over other media such as power point. These advantages include:

1) The object display design is very attractive so that it can lead to interesting teaching in export and import activities,
2) The features presented can also stimulate students' brains to have a continuous interest in studying social studies which has been a bit boring,
3) In Office Sway, it can be combined with submitting online videos that can be displayed on Sway worksheets and can be shared with other users and enjoyed in an online version, thereby increasing the aesthetic values in the media production that is developed.

There are several steps that can be taken in using the Sway application, including:

1) Login to your office 365 account
2) Choose sway app
3) On the main page there are several available presentation designs,
4) If you want to create a new design, you can select the "Create New" menu.
5) On the "Create New" menu there are several menus available starting from the storyline and design
6) On the title menu there is an image that can be inserted according to the title and what we want. In addition to images, you can also insert videos
7) Then to add a description to the image, you can add description text

8) If you want to add videos that are sourced from the internet, you can save the link or link.

9) If you want to see the results of the presentations that we have made, you can click "play"

10) The thing to note is that in using this application it takes creativity to use it.

Based on the results of the analysis that has been carried out using the Microsoft office sway application in social studies learning for export and import materials, it shows that students' interest in participating in learning is much better than conventional learning which is still often done by teachers. In addition to learning social studies, this Microsoft office sway application can also be used in other subject matter to increase children's interest in learning. In using this application, of course, it is necessary to have mastery of technology that must be owned by the teacher. In addition, it is also necessary to have creativity so that the presentation of the material can be packaged as attractively as possible.

The use of Microsoft office sway for beginners or those who have never used it before, it would be better to organize a workshop or training so that teachers get guidance and are trained in preparing learning materials through technology-based media such as the Microsoft office sway application and other applications that can support the achievement of goals learning.

CONCLUSION

In the current era of digitalization, the use of digital media is very important. One of them is the use of digital media in learning. Learning media, not only help teachers facilitate the delivery of material. However, students can also experience directly the material presented by the teacher by observing, and listening to the teacher's explanation. One of the digital learning media that can be used is Microsoft Office Sway. Microsoft Office Sway is a product of Microsoft Office whose function is almost the same as Microsoft Office Power Point. However, Microsoft Office Sway can be used to explain in detail compared to Microsoft Office Power Point.

Our research proves that 60% of students who were given the questionnaire responded were very satisfied with the use of Microsoft Office Sway. In this case the teacher is required to be a teacher who is literate in science and technology.

In using the Microsoft office sway application for teachers who are new to it, workshops can be carried out in training the use of this application.

REFERENCES

Ardian, S, dkk. (2020) Pemanfaatn *Microsoft Sway* dan *Microsoft Form* sebagai Media Interaktif dalam Pembelajaran Sejarah. Bihari : Pendidikan Sejarah dan Ilmu Sejarah, 66-74.

Dryden, G dan Vos, J. (2003). Revolusi Cara Belajar *(The Learning Revolution).* Bandung : Kaifa

Hermawan, dkk. (2007). Media Pembelajaran SD. Bandung : UPI Press

Huda, K. (2017). Pengembangan Media Pembelajaran IPS Sejarah melalui Aplikasi Sway Berkonten Indis di SMP Negeri 8 Madiun. Jurnal Historia, 125-141.

Kampar, K, dan Hilir, K. (2010). *Penerapan Teknik Mind Mapping pada Pembelajaran IPS untuk Meningkatkan Prestasi Belajar Siswa dalam Memahami Materi Ekspor Impor di Kelas VI SDN 008 Sei Petai*.

Kristianto, G. (2013). Perancangan Media Pembelajaran IPS Kelas 6 di Sekolah Dasar Negeri 2 Rowobungkul Kabupaten Blora Berbasis Multimedia Interaktif. *Seminar Riset Unggulan Nasional Informatika dan Komputer FTI UNSA*, 44–48.

Meikayanti, E. A, dan Huda, M. B. (2017). Keefektifan Penggunaan Peta Pikiran Berbasis Microsoft Sway Presentations pada Mata Kuliah Bahasa Indonesia Mahasiswa Universitas PGRI Madiun. *Prosiding Seminar Hasil Penelitian dan Pengabdian Kepada Masyarakat UNIPMA*, 356–363.

Nurhakim, K, dan Satar, M. (2015). Prosedur Pelaksanaan Kegiatan Ekspor barang. *Jurnal Industri Elektro dan Penerbangan*, *5*(2), 16–21. http://jurnal.unnur.ac.id/index.php/ind ept/article/view/155/126

Pembelajaran, M. (2018). *Pemanfaatan Aplikasi Sway untuk Media Pembelajaran Utilization of The Sway Application For Learning Media*. *3*(4).

Prasetya, A.E. (2021). Meningkatkan Hasil Pembelajaran Online Sejarah Berbasis Media Presentasi Interaktif. Jurnal Inovasi dan Riset Akademik, 737-748.

Purwaning, A, dan Juniwati, A, F. (2018). Pengaruh Ekspor dan Impor Terhadap Pertumbuhan Ekonomi Di Indonesia. *Jurnal Ekonomi dan Studi Pembangunan*, *19* (1) 1–10. https://doi.org/10.18196/jesp.19.1.38.36

Raharjo, F.S, dkk. (2020). Penerapan Model *Problem Based Learning* dan Media *Sway* secara Daring terhadap Motivasi Belajar Siswa pada Pembelajaran Tematik di Kelas III SD Unggulan 'Aisyiyah Bantul. Prosiding Pendidiakn Profesi Guru, Fakultas Keguruan dan Ilmu Pendidikan, 1237-1251.

Rohman, T. (2019). Malay Local Wisdom in the Period and After the Plague. In *Psikologi Perkembangan* (Issue October 2013).

Studi, P., Sejarah, P., Universitas, F., dan Madiun, P. (2017). *Pengembangan Media Pembelajaran IPS Sejarah Melalui Aplikasi Sway Berkonten Indis di SMP Negeri 8 Madiun Pendahuluan*

Pendidikan dari sudut mengalami di Indonesia dilihat kekinian banyak problema yang sinerginitas padang berbagai komponen pengajaran . Hal in. 5.

Sudarmoyo. (2018). Pemanfaatan Aplikasi Sway untuk Media Pembelajaran. Edudikara : Jurnal Pendidikan dan Pembelajaran, 346-352.

Suherman, A, dkk. (2019). Pengaruh model Pembelajaran Kooperatif Tipe STAD Berbantuan Aplikasi *Microsoft Office Sway* untuk Meningkatkan Hasil belajar Matematika Siswa SMP. Prosiding DPNPM Unindra 2019, 155-160.

Supriatna, dkk. (2010). Pendidikan IPS SD. Bandung : UPI Press

Usodo, B dan Deshinta, P.A.D.A. (2016). Penerapan Beberapa Aplikasi dari *Microsoft : Office Mix, Onenote, Sway* pada Pembelajaran Matematika. Prosiding Seminar Matematika dan Pendidikan Matematika, 833-847.

that synergize the various components of teaching. things in. 5.

Sudarmoyo. (2018). Utilization of Sway Application for Learning Media. Edudikara: Journal of Education and Learning, 346-352.

Suherman, A, et al. (2019). The Effect of the STAD Type Cooperative Learning Model Assisted by Microsoft Office Sway Applications to Improve Mathematics Learning Outcomes of Junior High School Students. Proceedings of the 2019 Unindra DPNPM, 155-160.

Supriatna, et al. (2010). Elementary Social Studies Education. Bandung : UPI Press

Usodo, B and Deshinta, IN (2016). Application of Some Applications from

Microsoft: Office Mix, Onenote, Sway in Mathematics Learning. Proceedings of the Seminar on Mathematics and Mathematics Education, 833-847.