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Using Microsoft Sway in Improving Online Learning: A Case of The Fourth Graders of SDN Bubutan III/71 Surabaya

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ABSTRACT

The objective of this research is to improve student learning outcomes by using Microsoft Sway media for class IV-A at SDN Bubutan III/71 Surabaya. The research method used is classroom action research and the research subjects are students of class IV-A SDN Bubutan III/71 Surabaya with total of 34 children. The data collection techniques in this research is using tests which all are combined in quantitative descriptive. The results of this research indicated that the application of Microsoft Sway media in the online learning for class IV-A is conducted through 2 cycles by using test techniques which had increased in their learning outcomes. This is attested by the acquisition of student scores before-after using Microsoft Sway. The first cycle activities before using Microsoft Sway media, from the total assessed of 34 students,only 20 students or 58.82% who can complete the KKM and for the rest of 14 students or 41.18% who cannot complete the KKM. Furthermore, the second cycle was implemented to them and student learning outcomes increased, from 34 students, there were 30 students or 88.24% who completed the KKM and 4 other students or 11.76% who cannot complete the KKM. Therefore, it is important to all elements in primary school both senior and junior teachers to implement further this Microsoft Sway media in improving online learning.

Keywords: *Learning Outcomes, Microsoft Sway Media, Primary School Students*

INTRODUCTION

The existence of the Covid-19 pandemic has caused all human activities to be limited, especially activities related to the gathering of many people outside. Therefore, the Indonesian government has issued rules regarding community activities restrictions enforcement in Regulation of Health Minister Republic Indonesia No. 9/2020 (Kementerian Kesehatan Republik Indonesia, 2020). The regulation of community activities restrictions enforcement also have an impact on teaching and learning activities in school. Restrictions on all activities in schools can still be conducted by implementing learning process through the most effective media and still prioritizing efforts to prevent the spread of this disease.

In general, the function of learning media is to provide clarity in the presentation of messages so that they are not too verbalistic (in the form of written or spoken words) and overcome the limitations of space, time and senses (Sadiman, 2018). Online learning is a solution for students to still be able to study from home (BDR). In conveying material, the teacher must be creative and innovative in choosing the accuracy of the media used for students convenience in understanding the material presented. According to AECT (Association of Education Communication and Technology) statement that media is everything that people use to convey messages and can stimulate students to be more enthusiastic about learning. The use of learning media in the teaching and learning process can generate new desires, interests, motivation; stimulation of learning activities; and even provide psychological effects on students (Arsyad, 2015). Consideration is required in regarding the criteria and steps in selecting the right learning media. Media selection criteria must be developed in accordance with the objectives to be achieved, existing conditions and limitations. Therefore, the criteria for using online-based learning media are appropriate (Slameto, 2015).

The determination of the KKM (Minimum Completeness Criteria) for the fourth grade class which has high classification is 83. Therefore, it is required to increase student learning outcomes. One way that teachers can do to improve student learning outcomes is using learning media. Learning outcomes are students' abilities after receiving lessons from the teachers and the learning actions of a student can be observed through student apperance (Nurhasanah, 2020).

Based on previous background of this research, the researcher stated that learning outcomes are changes in student behavior that occur after participating in learning. These changes include cognitive aspects (memorization ability, understanding, application, analysis, synthesis, and evaluation); affective (acceptance, participation, assessment, organization, and characterization); and psychomotor (perception, readiness, guided movement, habitual movement, complex movement and creativity). The results can be form of numbers or values. The learning process which implemented by the teacher is not optimally. Based

on the results of tests and direct observations on student learning outcomes in class IV-A SDN Bubutan III/71 Surabaya found that student learning outcomes are still low and not appropriate with teacher expectations. It caused bad impact on their future. Most teachers do not use creative learning media and teaching methods that continue to be monotonous, this causes the learning process to be not optimal.

There are two references from previous research, such as (1) the research conducted by Sudarmoyo, this research analyzed about the use of Sway application is perfect for teachers and students who will make reports, resumes, presentations, or course materials to make it more fun. One of the advantages of this application is that after we finish creating a material, it will be saved automatically in cloud storage in the Sway application because this application is web-based at www.sway.com (Sudarmoyo, 2018); (2) the research conducted by Astuti, this research analyzed about the advantages of sway application as a learning media developed have met the standards of feasibility aspect in teaching materials (Astuti, 2020).

In overcoming problems in learning that occur, the researchers used Microsoft Sway learning media which was in accordance with the characteristics of students in teaching and learning activities. Therefore, the objective of this research is to improve student learning outcomes by using Microsoft Sway media for class IV-A at SDN Bubutan III/71 Surabaya. Microsoft Sway is an application from Microsoft Office 365 that can be used to collect, format, share ideas, stories, and presentations on a web-based interactive canvas.

RESEARCH METHODOLOGY

This type of research is PTK (Classroom Action Research). Classroom action research is a research conducted by educators in their own classrooms by designing, implementing and reflecting collaborative, and participatory actions with the aim of improving their performance as educators and increasing student learning outcomes (Indriastuti, 2016). The subjects of this research is the students of class IV-A SDN Bubutan III/71 Surabaya. This research was conducted from July-September 2021. The students total in grades IV-A is 34 students. The data collection technique conducted in this PTK used a test. This test is used to determine student learning outcomes in each cycle. The data analysis technique used is descriptive quantitative. Quantitative data obtained from the test results were processed using a percentage description. The scores obtained by students are averaged to find the understanding level of students modernization concept in learning.

The percentage students'score is calculated with this formula below (Junaedah & Nafiah, 2020):

$$NP = \frac{\text{JML NS}}{\text{JML PB}} \times 100\%$$

Description:

NP: Percentage score;
JML NS: Student's score total;
JML PB: The amount of lesson

RESULT AND DISCUSSION

Pre Cycle

The primary condition is the student's condition before the classroom action research is implemented on them. Based on the evaluation results that was implemented for class IV-A in first semester at SDN Bubutan III/71 Surabaya in the Academic Year 2021/2022, with 34 students on subject Theme 2, it was identified that the learning outcomes of some students were still low due to the lack of online media used. It is known from the daily test scores conducted by the teacher at the beginning of first semester, in which most of students scored under KKM standart, that is 83. The following is the data on student learning outcomes prior to the research action as identified in Table 1 below:

Table 1. The Data of Student Learning Outcomes

No.	Score	Completion	Students Total	Precentage
1.	< 83	Uncompleted	21	62 %
2.	≥ 83	Completed	13	38 %
Total			34	100 %

Source: Processed Data by Researchers

Based on Table 1, the comparison of students who scored above the KKM was 13 students or 38%, meanwhile students who scored under the KKM were 21 students or 62%, with the highest score being 92 and the lowest score being 56. The learning outcomes of class IV-A in first semester at SDN Bubutan III/71 Surabaya in the Academic Year 2021/2022 in table description is implemented before the research action.

According to the data obtained in Table 1, most of the student learning outcomes are still relatively low due to the lack of interest and motivation of students to study from home. Therefore, the researcher conducted a PTK

(Classroom Action Research) in this research. The researcher used Microsoft Sway media in improving student learning outcomes of class IV-A in first semester at SDN Bubutan III/71 Surabaya in the Academic Year 2021/2022. The researcher analyzed this research through two cycles by using Microsoft Sway in each lesson.

First Cycle Implementation

In the first cycle, the learning was conducted by using Microsoft Sway media for one meeting with the subject of Theme 2 "Always Saving Energy" with sub theme 1 "Energy Sources" in the first Integrated Content Learning of Indonesian Language, Science, and Social Sciences. The following below are the details of first cycle implementation in learning which is implemented once in a learning meeting:

1. Action Planning
   a. Developing a Lesson Plan
      The material conveyed in the first cycle is about Theme 2 with Sub-theme 1 in Learning 1. The purpose of learning by using Microsoft Sway media is students can get more interesting learning, thus motivating students in learning and can improve student learning outcomes considering that during online learning the only media used is Whatsapp.
   b. The Time Allocation
      The time allocation needed to conduct the first cycle learning is 4x30 minutes (1 x meeting)
   c. Compiling an Evaluation Sheet.
      The researcher created evaluation questions in the first cycle, that is 10 multiple choice questions. Evaluation questions are conducted individually through the Microsoft Form link which is linked to Microsoft Sway and sent by the teacher.
2. Action Implementation and Observation
   The implementation of the first cycle in learning is implemented on August 12, 2021, which is the implementation of student evaluation. The teacher begun the learning activities in first cycle by praying and greeting the students, singing the national anthem. After that, the teacher conveyed the apperception and learning objectives through Vicon Teams. There are some activities in core activities, such as (1) the teacher taught the students based on lesson plans that have been prepared. The teacher displayed teaching materials through Microsoft Sway which has been shared in the WhatsApp group of class IV-A with the link https://sway.office.com/zZVJnooOHVk6GS1p?ref=Link. The link described about how to determine the connection between main ideas in the visual image. Students have understood the steps in determining the

main idea in the picture. Then, teacher asked students to observe pictures individually and discussed the results of their observations with parents; (2) the teacher asked students to observe pictures of human activities in everyday life that utilize solar energy sources. After that activity finished, the teacher and students did questions and answers based on previous pictures that have been observed; (3) the teacher displayed a video from the Youtube page which discussed about Theme 2 with Sub-theme 2 on Learning 1 with link https://www.youtube.com/watch?v=dRYdJApDesw and students are asked to read natural resource materials and answer those questions; (4) In the confirmation activity, the teacher asked questions to students about the things that have not been understood by students. Teachers and students did Q&A, corrected misunderstandings, provided reinforcement and conclusions. Then, the teacher and students reflected and concluded in the end of learning meeting. The observation results of the learning process in the first cycle such following below:

Table 2. Students Activities Using Microsoft Sway in Class of IV-A at SDN Bubutan III/71 Surabaya

No.	Observed Student Activity	Frequency Meeting I	Percentage Meeting I
1.	Student attendance	**26**	**77%**
2.	Active student	**17**	**50%**
3.	Students who answer questions	**14**	**41%**
4.	Students working on evaluation questions	**30**	**88%**

Source: Processed Data by Researchers

Based on the observations in the first cycle, the attendance of students in the first cycle was 26 students or 77%. Students who are active in Q&A reach 50%. The number of students who answered the question was 41% because the students looked embarrassed to ask questions or were afraid of being wrong in answering the questions. There are some students who have not been able to answer the questions given by the teacher because they have not mastered the material presented. Students who work on evaluation questions reach a very good level because they reach 88%. These are student learning outcomes after using Microsoft Sway for class IV-A students at SDN Bubutan III/71 Surabaya such following below:

Table 3. Student Learning Outcomes in the First Cycle after Using Microsoft Sway

No.	Students Names	Evaluation Result I	
		Score	Description
1	AFAH	100	Completed
2	APF	100	Completed
3	A	100	Completed
4	AA	60	Uncompleted
5	AA	70	Uncompleted
6	AG	100	Completed
7	DCSD	100	Completed
8	EAS	100	Completed
9	FU	60	Uncompleted
10	FHA	100	Completed
11	FR	100	Completed
12	IH	40	Uncompleted
13	JS	90	Completed
14	JAV	100	Completed
15	LPF	80	Uncompleted
16	MIR	100	Completed
17	MNV	100	Completed
18	MIM	70	Uncompleted
19	MRB	100	Completed
20	MMR	100	Completed
21	MYP	80	Uncompleted
22	NS	100	Completed
23	NAP	80	Uncompleted
24	NFF	100	Completed
25	NAP	90	Completed
26	NDP	70	Uncompleted
27	PS	100	Completed
28	PSS	80	Uncompleted
29	SBAA	100	Completed
30	SA	70	Uncompleted
31	SAP	70	Uncompleted
32	SAJ	80	Uncompleted
33	Z	50	Uncompleted
34	ZNM	90	Completed
Total		**2930**	
Average		**86.17647059**	
Students'completion		**Completed**	**58,82 %**
		Uncompleted	**41,18 %**
Highest score		**100**	
Lowest score		**40**	
The score above KKM (83)		**20**	
The score under KKM (83)		**14**	

Based on the table described above, it can be known that by using Microsoft Sway in learning Theme 2 in the first cycle, there were 14 students (41%) who scored under KKM. Meanwhile, students who got scores that met the KKM standard were 20 students (59%).

3. The Reflection on Sequence Activities that have been Implemented on this Research
   After the learning activities in the first cycle were completed, then a reflection was conducted on the sequence activities based on the observations observed by the researcher. In the first cycle of learning with Microsoft Sway, students had to adapt to the teacher's way of teaching that was new thing for the students. Some students still do not focus on the learning activities. In the first cycle, all students were interested and enthusiastic about learning. They began to actively ask the teacher. The results of the reflection in cycle I, it is hoped that researchers can further improve the shortcomings found in the implementation of cycle I then in implementing further learning it will be better in the future.

Second Cycle Implementation

Action Planning

In this cycle learning with the subject of Theme 2 with Sub-theme 2 in Learning 1 with one learning meeting around 4x30 minutes. According to the experience in the first cycle before giving learning with Microsoft Sway, students were directed to pay more attention to the lesson. Developing a Lesson Plan (RPP) which appropriate with this media. The implementation of this second cycle contains material on Theme 2 Sub-theme 2 Learning 1. The learning objective is students can improve learning outcomes by using Microsoft Sway. Cycle II is an improvement from cycle I. According to the observations of cycle I, researcher can find out the shortcomings that exist in cycle I. The researcher created evaluation questions around 10 multiple choice questions with the material Theme 2 Sub-theme 2 Learning 1. The questions given are to be conducted individually with the link of Microsoft Sway sent by the teacher. Evaluation questions are conducted at the end of the cycle. The implementation of cycle II consisted of one learning meeting. The implementation of the second cycle of learning takes 4 x 30 minutes.

Table 4. The Observation Results of Students Activities for Class IV-A SDN Bubutan III/71 in Second Cycle

No	Observed Student Activity	Frequency Meeting I	Percentage Meeting I
1.	Student attendance	**34**	**100%**
2.	Active student	**24**	**71%**
3.	Students who answer questions	**28**	**82%**
4.	Students working on evaluation questions	**34**	**100%**

Source: Processed Data by Researchers

Based on the observations in the second cycle, student attendance has developed into good circumstance because in the second cycle there were 34 students or 100% who enthusiasts in the lesson. Students who are active in question and answer reach 71%, previously the attendance only 50%. Students who answered questions in the first cycle were only 41%, while in the second cycle 82% and an increase of 41%. Students did evaluation questions very well because they reach 100%. The teacher begun the learning activities in cycle II by praying and greeting the students, singing the national anthem. After that, the teacher conveyed the apperception and learning objectives through Vicon Teams. In the core activity, the teacher did learn activities according to lesson plan. The teacher displayed teaching materials through Microsoft Sway. The teacher used questions to guide students and students can create their own conclusions. In this second cycle, the researcher observed the ongoing learning activities. All students focused on learning and things that have been good. In the implementation of cycle II, the teacher's ability to attract students' attention through questions that stimulate students to imagine and think. However, because they are too enthusiastic, sometimes students do not want to take turns to answer questions from the teacher.

After the cycle II, learning activities are completed, then a reflection is conducted on the sequence of activities. At the end of the second cycle meeting, students worked on the evaluation questions given by the teacher in an orderly manner. According to the evaluation tests conducted by students, data obtained that 4 students scored under KKM standart which the score is 83 and 30 students obtained scores that met the KKM, with the highest score of 100 and the lowest score of 80. Based on observations observed by researchers, it can be known that there is an increase in student learning outcomes from cycle I to cycle II. Therefore, the implementation of learning activities with Microsoft Sway has been conducted well then the performance indicators of the implementation of Learning using Microsoft Sway in Theme 2 have been achieved and there has been an increase in student learning outcomes for class IV-A SDN Bubutan III/71 Surabaya in first semester for the Academic Year 2021/2022. After the implementation of cycle II using Microsoft Sway in the learning activities of

Theme 2, then the research analysis on learning outcomes can be described in Table 5 below:

Table 5. Student Learning Outcomes in Cycle II after Using Microsoft Sway

No.	Students Names	Second Evaluation Results	
		Score	Description
1	AFAH	100	Completed
2	APF	100	Completed
3	A	90	Completed
4	AA	90	Completed
5	AA	90	Completed
6	AG	100	Completed
7	DCSD	100	Completed
8	EAS	100	Completed
9	FU	90	Completed
10	FHA	100	Completed
11	FR	100	Completed
12	IH	80	Uncompleted
13	JS	100	Completed
14	JAV	100	Completed
15	LPF	90	Completed
16	MIR	100	Completed
17	MNV	100	Completed
18	MIM	80	Uncompleted
19	MRB	100	Completed
20	MMR	100	Completed
21	MYP	90	Completed
22	NS	100	Completed
23	NAP	100	Completed
24	NFF	100	Completed
25	NAP	90	Completed
26	NDP	90	Completed
27	PS	100	Completed
28	PSS	90	Completed
29	SBAA	100	Completed
30	SA	80	Uncompleted
31	SAP	90	Completed
32	SAJ	90	Completed
33	Z	80	Uncompleted
34	ZNM	100	Completed
Total		**3210**	
Average		**94,41**	
Students' Completion		**Completed**	**88,24 %**
		Uncompleted	**11,76 %**
Highest Score		**100**	

Lowest Score	**80**
The score above KKM (83)	**30**
The score under KKM (83)	**4**

Source: Processed Data by Researchers

Table 6. Recapitulation of Students Learning Outcomes in Cycle I and Cycle II

No.	Score	Total Cycle I		Total Cycle II	
		Students	Percentage	Students	Percentage
1	< 83	14	41,18%	4	11,76%
2	≥ 83	20	58,82%	30	88,24%
Total		34		34	
Average		86,17		94,41	

Source: Processed Data by Researchers

The observations results before the actions taken in class IV-A of SDN Bubutan III/71 Surabaya in first semester for the Academic Year 2021/2022 described that student learning outcomes were still low, as indicated by the number of students who scored under KKM which is 83. It caused online teaching and learning activities have not been maximized because the media used is less innovative and monotonous. The decline in student learning outcomes during online learning is caused because there are still some students who do not understand the teaching material, there is a lack of interest and responsibility for students in doing the tasks given by the teacher. The learning process before the action showed low learning outcomes because as many as 21 students scored under KKM or 62%.

According to the Junaedah and Nafiah article, the result of their research is using Microsoft Sway in the learning of Theme 2 for class II SDN 1 Semanggi in semester I implemented in Cycle I described that around 20 students (54%) got a score which appropriate with the standart of KKM with the highest score of 100, while 14 students (41%) got a score under KKM with the lowest score of 40. Meanwhile, after the further implementation of cycle II, the minimum score obtained by students increased to 80. It is because Microsoft Sway stimulates students to think critically, creatively and analytically and the students have great enthusiasm and desire to follow the learning process and solve problems in every lesson. Thus, the learning experiences they experience will make the students think creatively, critically and analytically (Junaedah & Nafiah, 2020). Meanwhile, the result of this research is using Microsoft Sway in learning Theme 2 for class IV-A SDN Bubutan III/71 semester I in cycle II, there are around 30 students (88%) got a score which appropriate with the standart of KKM with the highest score of 100. While 4 students (12%) got a score under KKM.

The good things in the implementation of the first cycle is the use of media that can attract students' attention. Students who are shown the material through

Microsoft Sway are very enthusiastic in participating in learning. In addition, the teacher can upload YouTube video into Microsoft Sway. Some students are less active in answering questions from the teacher because they do not understand the material presented. The deficiencies found in the first cycle will be corrected in the second cycle implementation. In cycle II learning, student activity began to increase, they immediately answered questions from the teacher enthusiastically, especially in doing evaluations. Based on the evaluation results achieved in cycle I and cycle II, it was found that learning using Microsoft Sway in Theme 2 could improve student learning outcomes for class IV-A at SDN Bubutan III/71 Surabaya.

This analysis result is appropriate with previous research conducted by Waskitorini & Arifendi research, it stated that there were the increasing of students' enthusiasm in learning. In the first cycle, there 72% of students were enthusiastic about participating in learning and increased to 95% in the second cycle. In addition, the activities of teachers and students also increased because it. It can be concluded that the use of media sway can increase the learning enthusiasm of class II students at SDN Simokerto V/138 Surabaya (Waskitorini & Arifendi, 2021). Meanwhile, the research result conducted by Mutia & Yeni, they described that the use of sway application-based learning media got a valid category with the results of material validation 83.95%, media validation 76.6% and language validation 82%. The results of the practicality test are stated to be very practical. Thus, the sway application-based learning media in integrated thematic learning in fifth grade elementary school is declared valid and very practical (Sani, Mutia Gema & Erita, 2021).

CONCLUSION AND SUGGESTION

Conclusion

Based on the research results that have been described, then the researchers can conclude that learning on Theme 2 with Microsoft Sway can improve student learning outcomes for class IV-A SDN Bubutan III/71 Surabaya in first semester for the Academic Year 2021/2022. It can be known from student learning outcomes in the learning test of cycle I and cycle II. After the first cycle was conducted, it get the average value increased to 86.17, from 34 students, only 20 students or 58.82% completed the standart of KKM and 14 rest of students or 41.18% did not complete the KKM. Then after the second cycle was implemented, the average student increased to 94 with student learning outcomes of 34 students who completed the KKM were 30 students or 88.24% and 4 students or 11.76% who did not complete the KKM. After the implementation of learning using this media, there were still 4 students who scored under KKM. Therefore, it requires the further exclusive development for the students.

Suggestion

The suggestion that can the researchers suggested is to all elements in primary school both senior and junior teachers to implement further this Microsoft Sway media in improving online learning. In addition, the participation of parents is quite important to develop this media in increasing students'enthusiasm in online learning.

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