THE EFFECT OF USING -BASED LEARNING MEDIA MICROSOFT *SWAY* OFFICE 365 IN LEARNING GEOGRAPHY (IN SIMPLE LITERATURE)

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ABSTRACT

The use of ICT-based learning media provides great benefits for the success of the learning process in the classroom. One of the media that is widely used today is Microsoft *Sway* which is one of the features of Microsoft 365. The use of this media is considered to be quite influential in the learning outcomes of students. This research was conducted to 1) determine the effect of using Microsoft *Sway* media on students' learning interest in Geography subjects at SMA 2 West Sumatra; 2) determine the effect of using Microsoft *Sway* media on students' learning creativity in Geography subjects at SMA 2 West Sumatra; and 3) Knowing the effect of using Microsoft *Sway* media on student learning outcomes in Geography subjects at SMA 2 West Sumatra.

Keywords: ICT, Microsoft Sway, Learning Outcomes, Geography.

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 development of the times in the world of education which continues to change significantly, educators' mindset from lay and rigid perspective to a more modern one. This is a consideration to improve the quality of human resources through school learning. The study of the learning process towards a more effective and efficient direction cannot be separated from the role of the teacher as the spearhead of learning in schools (Cecep *et al.*, 2021).

SMA 2 West Sumatra is one of the high school education in Solok Regency. One of the lessons given to students at SMA 2 West Sumatra is the subject of geography, both in the Social Sciences major as a compulsory subject of specialization and the Science major as a cross-interest subject. There is only one geography teacher at SMA 2 West Sumatra with class responsibilities of 7 classes. This unattractive learning tendency is a natural thing experienced by teachers who do not understand the needs of these students both in terms of characteristics and in the development of knowledge. In this case, the role of a teacher as a developer of knowledge is very large to choose and implement appropriate and efficient learning for students, not just conventional-based learning. Good learning can be supported by a conducive learning atmosphere and communication relationships between teachers and students can run well (Lim *et al.*, 2013).

Departing from this, the application in the classroom was developed on the basis of the assumption that the communication process in learning would be more meaningful (attracting students' interest and making it easier to understand the material because of its

interactive presentation) if using various media as a means of supporting learning activities. In fact, many presentation applications are familiar or proficient in operating the application, an example of an application is Microsoft PowerPoint. However, with the development of technology, especially information technology, which is developing very quickly, so many software-based learning media applications have developed, all of which are used to make it easier for users to lighten or convey what the user's goals are.

Based on interviews with several students in grades X, XI, and XI of SMA 2 West Sumatra, the subject of Geography is considered quite difficult. This difficulty is caused by the many competencies that must be mastered by students, while the allocation of learning time is only 3 hours of lessons per week for class X and 4 hours of lessons per week for class XI and XII. In addition, in learning Geography, it is more due to the lack of learning media such as Geography textbooks, as well as the dependence of students in learning on the teacher. Students pay less attention to the teacher's explanation, and many students are sleepy which eventually leads to passive learning. Although the teacher has used several interesting methods, at the time of evaluation, the scores obtained by the students were not satisfactory.

This is a challenge for teachers to increase interest and good learning outcomes in geography subjects. One way to increase students' interest and learning outcomes are to use learning patterns with learning media. Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate attention and interest and learning outcomes (Arsyad, 2013). Learning media used in the teaching and learning process have an important role in determining success in learning (Daryanto, 2013)

Following the development of the current condition of students, the media that will be used in this research is Microsoft *Sway* 365. *Sway* is one of the programs in Microsoft 365 which is cloud-based or cloud-based *Sway* is a breakthrough from Microsoft which began to be released around 2014. *Sway* is not software that must be installed on a PC or Laptop but is a web-based application. This free app helps us collect, format, and share our ideas, stories, and presentations on an engaging, web-based interactive screen. With the new *Sway*, it's easy to add text, images, documents, videos, charts, or any other type of content, and *Sway* will make it look great in just a few easy steps. So it can be said that the *Sway* application is very suitable for business people, students, and students who will make reports, resumes, presentations, and teachers to make the subject matter more enjoyable.

Based on the various backgrounds of geography learning conditions at SMA 2 West Sumatra, the researchers are interested in making geography lessons interesting among students by using Microsoft *Sway* media in geography learning. It is hoped that it can foster interest and student learning outcomes so that students become active and provide convenience to teachers to convey the existing material.

THEORITICAL REVIEWS

The product resulting from this development is a learning model using Microsoft *Sway* media with the supporting products being teaching materials owned by teachers and teaching materials owned by students. This product describes a material that is difficult to understand at first to be easy and fun. The uniqueness of this Microsoft *Sway* product is that learning media can be made in such a way that it attracts students' interest in learning. Coupled with the teacher can insert pictures and learning videos about natural phenomena as well as wallpaper that can be changed at any time. The researcher hopes that a special

web will be formed that provides online materials in the form of *Sway* media so that all students can easily understand geography lessons which were initially difficult and uninteresting to become fun *Sway* media. Here are some simple examples of *Sway* media that have been done by previous researchers in Fig 1 below.
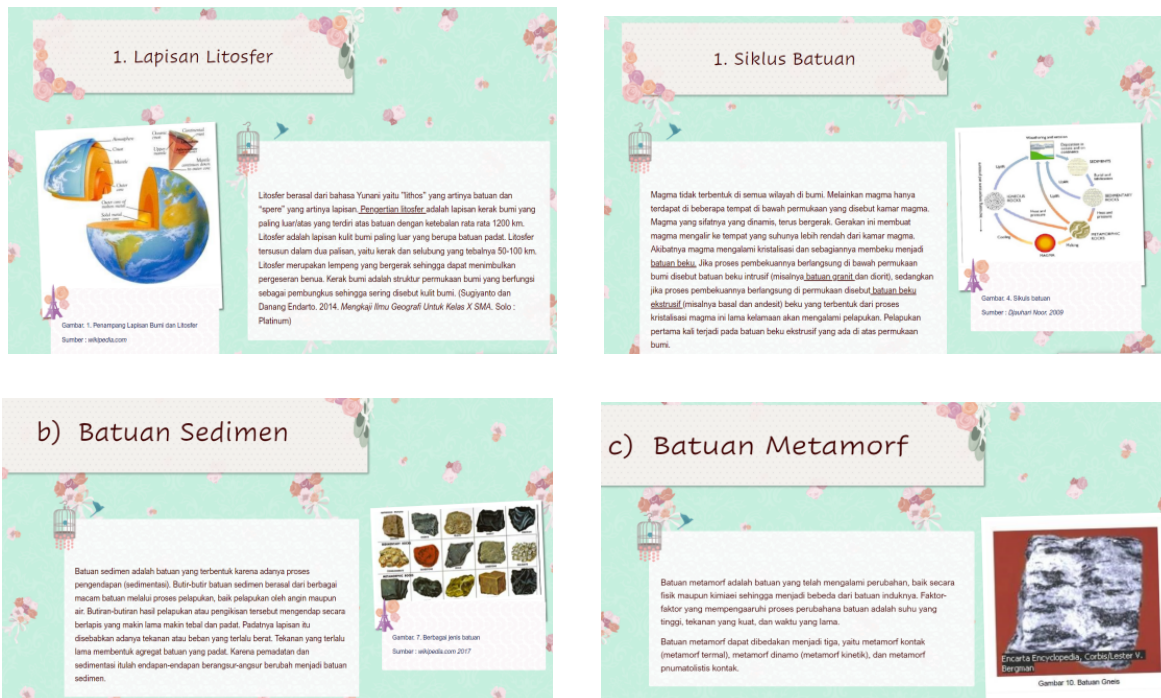

Figure 1. A simple example of *Sway* media media

Given the broad understanding of geography, geographers at the Seminar and Workshop in Semarang in 1998 defined geography as a science that studies the similarities and differences of geosphere phenomena from an environmental or regional point of view in a spatial context (Sumaatmadja, 2001). The object of geography study is none other than the geosphere, namely the earth's surface which consists of the atmosphere (air layer), lithosphere (rock layer/earth's crust), hydrosphere (water layer), and biosphere (life layer).

Meanwhile, learning is a process of changing human behavior or skills thanks to the interaction between individuals and individuals and individuals with their environment so that they are more able to interact with the environment. Koohang *et al* (2009) stated that meaningful learning will provide a strong learning experience. A strong learning experience allows for the improvement of interpersonal competence, intrapersonal competence, and competence related to knowledge.

In the teaching and learning process, the media is a conductor or liaison of information or teaching messages that will be conveyed to students. For the messages conveyed by teachers to students to be well received and understood by students, teachers must choose and provide appropriate and appropriate media so that learning objectives can be achieved (Suasti *et al.*, 2018; Chandra *et al.*, 2019; Chandra *et al.*, 2021). With the media as a channel for delivering messages, it is expected that interest in learning will arise so that it helps the effectiveness of the learning process which has a good influence on student learning outcomes. Because one of the factors that influence the success of the learning process is the interest in learning. Based on this, it can be said that the media is very necessary for learning, especially to increase students' interest in learning in the classroom, including learning geography.

According to Sumiharsono & Hasanah (2017), learning media can be classified into four types, namely visual tools, auditive tools, tools that can be seen and heard as well as the dramatization of role-playing, puppet plays, and socio-drama. The visual media used in this research is Microsoft *Sway* media. The *Sway* application is not software that must be installed on a PC or Laptop but is a web-based application. This free app helps us collect, format, and share our ideas, stories, and presentations on an engaging, web-based interactive screen. With the new *Sway*, it's easy to add text, images, documents, videos, charts, or other types of content, and *Sway* will make it look good with just a few easy steps (Sudarmoyo, 2018).

Models used in this study use the type of research and development Research and Development (R&D) (Miles, 2007) to develop *Sway* media in geography learning at SMA 2 West Sumatra. The steps of this development research are through the following steps:
1. Research and information collecting include needs assessment.
2. Planning (Planning).
3. Development of a preliminary product (develop preliminary from the product).
4. Preliminary field study.
5. Revision of the main product (main product revision).
6. The main test (main field testing).
7. Operational product revision.
8. Operational field testing.
9. Revision of the final product (final).
10. Dessimination and implementation.

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