

Implementation of Microsoft Sway and Kahoot in Primary School

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ABSTRACT

This research aims to describe the implementation of learning in Primary School using Microsoft Sway and Kahoot. Microsoft Sway is one of the features of Microsoft 365 that can be used in class as learning materials or media. Kahoot is an application that can be used to assess learning outcomes. This research uses descriptive qualitative research. Data collection techniques used are observation, field notes, and documentation. This research uses descriptive qualitative data analysis, namely data obtained during the learning. This research was carried out in PPKN learning on Globalization material for class VI SD Negeri Srempeng Semanu. The results show that Microsoft Sway and Kahoot can be developed into learning materials and media for students, while Kahoot can be an alternative assessment through interactive quizzes in learning. Learning PPKN through Microsoft Sway and Kahoot can give a fun learning experience for students. Based on the results, it can be concluded that learning PPKN with Microsoft Sway and Kahoot can attract student's interest in learning, and improve student learning outcomes.

Keywords: Microsoft Sway, Kahoot, student learning interest, learning outcomes

1. INTRODUCTION

Covid-19 pandemic that has hit the world since the beginning of 2020 has made teaching and learning activities carried out online and face-to-face is limited. In limited online and face-to-face learning, interesting methods, teaching materials, and assessment systems are needed in order to motivate students in learning (Nisa, et.al, 2022).

According to students, PPKN is a boring subject, because it only remembers and memorizes. While the characteristics of class VI students of elementary school are realistic, they like concrete and new things. For them, the value of learning outcomes is a measure of a person's achievement. Therefore, teachers need methods, teaching materials, and assessment techniques that are attractive to students in order to increase students' interest in learning PPKN.

Covid-19 pandemic has limited student activities in learning, including the prohibition on gathering. Therefore, teachers use individual learning methods, namely Computer-Based Training, where students are directed to learn independently through learning resources and carry out assessments through computers (Sumiyati, et.al, 2021; Arafik, et.al, 2021; Wiarsih & Nisa, 2022). Good management is needed when learning online, including in managing the learning process (Nisa & Wiarsih, 2021).

Microsoft Sway is a feature of Microsoft Office. Microsoft Sway can be accessed via smartphones or computers. Microsoft Sway can be a solution for developing teaching materials and learning media at this time. The habit of students accessing online games and other non-educative content can be transferred to sway-based online learning media (Wihartanti, & Wibawa, 2017:55). It can reduce the negative impact of technology and information development. The results of the study show that online learning with Microsoft Sway can be carried out well, seen from the implementation score of the instrument by 90% and it is effective because students' motivation during learning is maintained (Agustin et al, 2021:3258 – 3259). This is in line with the results of research (Zutiasari & Kuncahyono, 2021:207) which states that based on the validation results from experts, media, and designs, Microsoft Sway teaching materials are very feasible to be applied in online learning.

Kahoot is a game-based student response system (GSRS) where the classroom is temporarily transformed into a game show where the teacher is the game show host, and the students are the contenders (Wang, 2015).

Through Kahoot, students carry out direct assessments using smartphones or computers. Students carry out the game as if they were participating in a game show. The teacher as the host will show questions, then students answer through their respective devices within the specified time limit. Students can find out the results of the assessment directly at the end of the game show on the podium menu at Kahoot, the winner of the game show will be shown. It is very challenging for students, thus motivating them to study and get maximum grades. The results of research by Irwan, et al (2019) show that Kahoot can be an alternative interactive learning media because it is proven to significantly improve student learning outcomes.

Based on the description above, the teacher develops PPKN learning using teaching materials and computer-based assessments, namely Microsoft Sway and Kahoot. The use of Microsoft Sway and Kahoot in learning is expected to be a solution to increase interest in learning and student learning outcomes.

2. METHODS

The method used in this research is descriptive qualitative. This study describes the steps for learning PPKN through Microsoft Sway and Kahoot. The subjects of this study were Class VI students of SD Negeri Srengeng Semanu, totaling 20 children, consisting of 11 male students and 9 female students. Data collection techniques used are observation, field notes in the form of documentation of the implementation of learning and student learning outcomes. The data analysis technique used in this research is descriptive qualitative analysis, namely the data obtained during the learning process. The steps for analyzing qualitative descriptive data are data collection, data reduction, data presentation, conclusion and verification.

3. RESULTS AND DISCUSSIONS

Learning Activities

PPKN learning activities through Microsoft Sway and Kahoot for Class VI students of SD negeri Srengeng Semanu are carried out in the first semester of 2021/2022 academic year. Learning is carried out through the Computer-Based Training method, with following learning steps: 1) conveying learning objectives; 2) students watch videos and conduct class discussions with the teacher; 3) students learn independently through Microsoft Sway which is accessed via a computer; 4) students take quizzes through Kahoot guided by the teacher; 5) students and teachers conduct class discussions to strengthen the material.

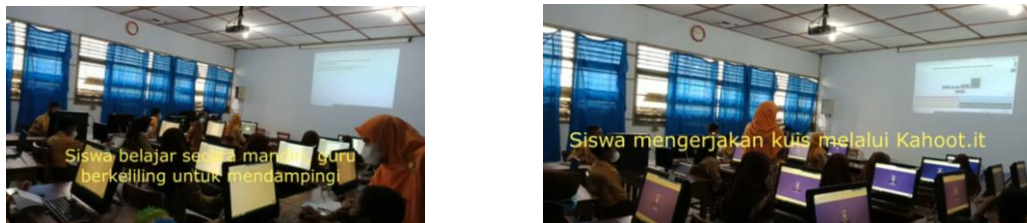


figure 1. Documentation of Learning Activities

Learning outcomes

Based on the learning activities carried out, it can be seen that 20 students can actively participate in learning activities. This can be seen from the activities of students in class in self-study through Microsoft Sway. Microsoft Sway teaching materials can be accessed via the link <https://sway.office.com/VJ4lZX9FSOtRKeZD?ref=Link>. Through the Microsoft Sway, students can learn subject matter through narration, pictures, videos, and voice messages.

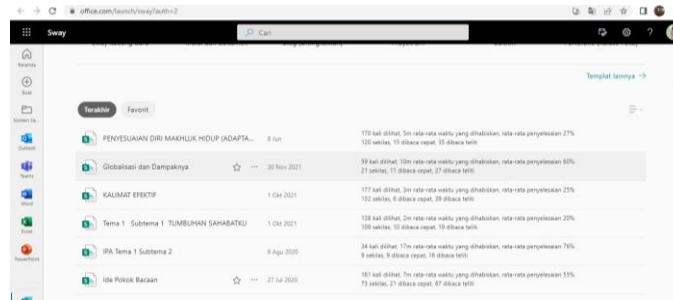


Figure 2. Pages to view access to teaching materials/media

The activities of students in accessing Microsoft Sway can be seen directly by teacher in the classroom, it can also be seen from the reports provided by Microsoft Sway, as shown in the image above. Based on the image above, it can be seen the number of accesses from teaching materials that have been created with Microsoft Sway. Some students who have difficulty operating a computer will be assisted by the teacher, so that they can access and learn through Microsoft Sway.

After students learn independently through Kahoot, students then work on an assessment through interactive quizzes or game shows Kahoot. In this activity, the teacher leads the quiz by showing questions on the screen, then students are given time to answer. Each student finished answering the question on the screen will appear the correct answer and the score of each student. Here, the teacher can discuss student work. At the end of the assessment, the teacher and students can see the student with the highest score, in which the student with the most correct number and the fastest time. After the assessment is complete, the teacher can analyze the answers or student work through reports from Kahoot.

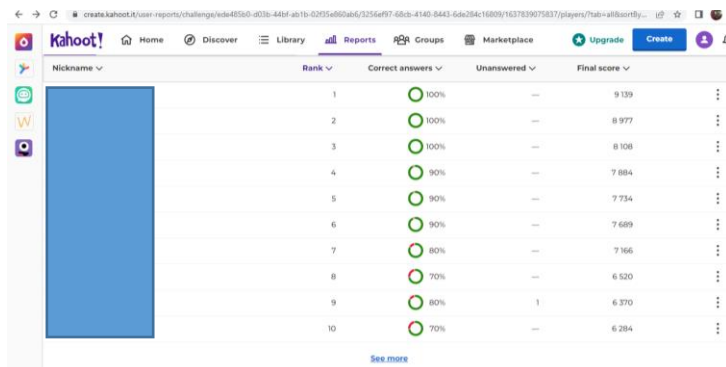


figure 3. Student Score Report from Kahoot

Based on the report presented by Kahoot in PPKN learning assessment through interactive quizzes, it was obtained data that the class average score was 71,18; the highest score is 100; and the lowest score is 50. The results of the learning activities above indicate that Microsoft Sway can be developed as teaching materials or learning media for students, while Kahoot can be an alternative assessment through interactive quizzes in learning. Civics learning through Microsoft Sway and Kahoot can provide a fun learning experience for students.

Based on the results of this research, it shows that the media has a very important role in helping the achievement of learning objectives. This is also in line with research conducted by Rahmawati et.al (2022) and Sunardiyah, et.al (2022) which also utilize technology media in learning and can improve learning outcomes. Not only the media, the implementation of assessments using technology can also make students more enthusiastic about working on questions and this also has an impact on the learning outcomes obtained. The digitization of this assessment can also familiarize children with adapting to the use of technology which has become a necessity in the current era (Wulandari, Wibawa, Nisa & Arafik, 2022).

4. CONCLUSION

Based on the results of this research, it can be concluded that the implementation of Microsoft Sway and Kahoot in learning is carried out to increase student interest and learning outcomes. PPKN learning through Microsoft Sway and Kahoot can increase student interest and learning outcomes. Based on these conclusions, the following suggestions can be given: 1) Teachers must always be creative and innovative in developing teaching materials and assessment instruments; 2) Microsoft Sway and Kahoot can be a solution for teachers to develop interesting teaching and assessment materials for students.

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