

The Utilization of Microsoft Sway in Pancasila Education Learning

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Abstract

In the current educational landscape, Pancasila Education must integrate the principles of 21st-century learning, which emphasize the importance of technology utilization in education. The integration of media enhances the learning process, making it more accessible, engaging, effective, and efficient. This study seeks to explore how Microsoft Sway media is utilized in Pancasila Education classes at Kejambon 2 Public Elementary School. Utilizing a qualitative descriptive research method, the study investigates the impact and effectiveness of Microsoft Sway in enhancing Pancasila Education learning experiences. The research findings reveal that Microsoft Sway aligns well with the principles of 21st-century learning. It fosters increased student engagement and enthusiasm, shifting the focus of learning activities towards student-centered approaches. This integration not only modernizes the teaching-learning process but also nurtures critical thinking and active participation among students, thus enriching their understanding and appreciation of Pancasila values and principles.

Keywords: Microsoft Sway, Pancasila Education, 21st-century learning.

Abstrak

Dalam lanskap pendidikan saat ini, Pendidikan Pancasila harus mengintegrasikan prinsip-prinsip pembelajaran abad 21 yang menekankan pentingnya pemanfaatan teknologi dalam pendidikan. Integrasi media meningkatkan proses pembelajaran, menjadikannya lebih mudah diakses, menarik, efektif, dan efisien. Penelitian ini berupaya untuk mengeksplorasi bagaimana media Microsoft Sway dimanfaatkan dalam kelas Pendidikan Pancasila di SD Negeri 2 Kejambon. Dengan menggunakan metode penelitian deskriptif kualitatif, penelitian ini menyelidiki dampak dan efektivitas Microsoft Sway dalam meningkatkan pengalaman belajar Pendidikan Pancasila. Temuan penelitian mengungkapkan bahwa Microsoft Sway sejalan dengan prinsip pembelajaran abad ke-21. Hal ini mendorong peningkatan keterlibatan dan antusiasme siswa, mengalihkan fokus kegiatan pembelajaran ke pendekatan yang berpusat pada siswa. Integrasi ini tidak hanya memodernisasi proses belajar-mengajar tetapi juga menumbuhkan pemikiran kritis dan partisipasi aktif di kalangan siswa, sehingga memperkaya pemahaman dan penghayatan mereka terhadap nilai-nilai dan prinsip-prinsip Pancasila.

Kata Kunci: Microsoft Sway, Pendidikan Pancasila, pembelajaran abad 21.

INTRODUCTION

The rapid pace of technological advancement in today's world is palpable, marked by the increasing prevalence of terms such as Industry 4.0 and Society 5.0 in everyday conversations. As technology continues to evolve, the demand for human progress grows in tandem. However, amidst these changes, new opportunities are also emerging.

Numerous professions that were once non-existent or deemed irrelevant have now become promising career paths. Roles like YouTuber, video editor, content creator, and various other digital professions have gained prominence. This shift underscores the profound impact of technological progress on nearly every aspect of human life, including education (Ghufron, 2018).

Moreover, the advancement of technology is facilitating the development of more innovative and effective learning methods. This creates both challenges and opportunities within the realm of education. As educators and institutions adapt to these changes, they are presented with new avenues to enhance teaching and learning experiences, ultimately shaping the future of education in an increasingly digital age.

Education functions effectively both as an institution and as a means to educate and empower society to develop skills that enable competitiveness in the era of globalization. To maintain adaptability and foster growth, the acquisition of sufficient abilities or competencies is essential. These skills must be integrated into school-based learning. Proficiency in Information Technology (IT) is one such indispensable skill in today's world. This competency can be cultivated through utilizing various media during classroom instruction, thereby equipping students with the necessary digital literacy for success in the modern landscape.

Learning media serves a crucial role as a dynamic tool in delivering captivating content and facilitating the learning process. By rendering the learning environment easily comprehensible and actively engaging for students, it plays a pivotal role in augmenting the quality of education and effectively attaining learning objectives (Audia et al., 2021). Furthermore, learning media functions as a conduit to elucidate the essence of learning and convey learning objectives in a more holistic and precise manner (Kustandi & Darmawan, 2020).

Acting as both a tool and a bridge, media facilitates the transmission of messages and information from educators (teachers) to learners, thereby enhancing understanding and comprehension of educational content. Additionally, learning media contributes to enhancing educators' teaching quality by providing them with access to innovative, creative, and comprehensive learning materials. This approach actively involves students, fostering an enjoyable learning atmosphere that encourages participation and engagement (Hamid et al., 2020:8).

The role of teachers in the selection and utilization of educational media is pivotal. As leaders in the realm of learning, teachers bear the responsibility of ensuring that classroom instruction remains dynamic and impactful. Their professionalism is indispensable in keeping the educational experience engaging and preventing it from becoming monotonous. Beyond merely enlivening the classroom atmosphere, teachers are tasked with transforming learning into a process that enhances students' character development. Thus, their ability to effectively

leverage various educational media not only sustains students' interest but also fosters their holistic growth (Sulastri, S., Fitria, H., & Martha, A., 2020).

An innovation in educational media during the digital era is the emergence of web-based learning media. This form of media represents the utilization of advanced technology within the realm of education, manifesting in teaching and learning activities through the utilization of online platforms accessible via the internet (Hamzah & Rahman, 2016:171). This innovation has revolutionized the traditional educational landscape by offering a dynamic and interactive learning environment. Through web-based learning media, students have access to a wealth of resources, including multimedia content, interactive exercises, and collaborative tools. Teachers can leverage these platforms to deliver engaging lessons, provide personalized feedback, and facilitate discussion and collaboration among students.

Furthermore, web-based learning media transcends geographical boundaries, enabling access to education anytime and anywhere with an internet connection. This flexibility promotes lifelong learning and caters to diverse learning needs and preferences. In essence, web-based learning media represents a significant advancement in education, enhancing accessibility, interactivity, and flexibility while catering to the demands of the digital age.

Web-based learning media can be a solution to various issues in the learning process. Currently, there are many digital platforms that can be utilized to create websites, one of which is Microsoft Sway. Microsoft Sway is one of Microsoft's products that serves as a website creation tool. With Microsoft Sway, users can easily create websites for both personal and group purposes. Another advantage is the ability to integrate Microsoft Sway with other Microsoft products, such as Microsoft Forms, allowing users to create more interactive and diverse learning experiences. Thus, web-based learning media not only facilitates the effective presentation of learning content but also expands the possibilities for collaboration and interaction between teachers and students in a digital context.

Microsoft Sway is an application developed for technology enhancement, utilized in online learning as a platform for online presentations. According to Usodo et al. (2016), "Sway application serves as one of the presentation tools designed and accessed online via the Sway.com website." Presentations created using Sway can be shared by copying the generated link, enabling easy distribution to recipients. This feature facilitates seamless sharing and access to presentation materials, enhancing collaboration and engagement in online learning environments.

To utilize the various features available within Sway, users must first obtain an account and log in to outlook.com through email. Sway, representing the latest advancement in instructional media, serves as one of the innovative applications within Microsoft 365, capable of replacing PowerPoint and delivering content in a more contemporary manner. Moreover, it doesn't require any programming knowledge to use. Microsoft describes Sway as a canvas designed to meet the needs of both web and device usage. The Sway application dynamically adapts to the device being used, optimizing the display size to create more visually appealing and engaging content presentations.

In the process of crafting instructional media via Sway, users have the convenient capability to seamlessly integrate content from various applications like YouTube, Google Forms, Facebook, OneDrive, and others. This functionality empowers users to curate multimedia-rich presentations by incorporating uploaded content. The fundamental objective

behind Sway's development is to empower everyday users to effortlessly create and generate online content that remains accessible and functional across a multitude of screen sizes, ensuring ease of access and utilization.

Education in elementary schools encompasses various subjects, one of which is Civic Education, referred to as Pancasila Education in the Merdeka Curriculum. Pancasila, the state's foundation, ideology, and national worldview, embodies five fundamental principles: belief in one God, humanity, unity, consultation and consensus, and social justice. These values are not only instilled but also internalized within societal, national, and state contexts. Pancasila Education aims to cultivate Pancasila's character values, fostering socially responsible and civic-minded citizens adept at navigating the complexities of community, national, and state life. Through this educational framework, students are equipped to contribute positively to society and uphold the principles of Pancasila as integral aspects of Indonesian identity and citizenship.

Pancasila Education aims to instill in students a profound understanding of their identity as integral members of Indonesia's diverse society. Moreover, it endeavors to cultivate an awareness of the unique characteristics of the Indonesian nation and the local wisdom embedded within their immediate communities. This includes fostering a sense of responsibility and commitment towards environmental conservation, upholding the territorial integrity of the Republic of Indonesia, and actively participating in the global arena.

In light of these objectives, the integration of media into Pancasila Education is imperative. By harnessing the unique characteristics of media, which can transport students to environments and situations beyond their physical reach, learning experiences in Pancasila Education become significantly more meaningful. Through various media platforms, students can engage with visual, auditory, and tactile stimuli, allowing for a deeper immersion into societal issues, cultural dynamics, and global affairs. This immersive approach enhances students' comprehension and appreciation of Pancasila values, empowering them to become informed and conscientious citizens capable of contributing positively to their communities and the broader world.

Based on the observation results of Pancasila Education learning at SD Negeri Kejampon 2, it was found that the learning process has not fully embraced the characteristics of 21st-century learning. Taking this into account, this study aims to explore the utilization of Pancasila Education learning using the Microsoft Sway platform. It is hoped that the use of this modern technology will enrich students' learning experiences, provide a more interactive and engaging learning environment, and enhance the effectiveness of learning. Through this research, it is expected to discover new ways to integrate technology into Pancasila Education, thus improving the quality of education at SD Negeri Kejampon 2 and promoting learning that is more relevant to the demands of the times.

METHODS

This research adopts a descriptive qualitative research method, a commonly employed approach aimed at meticulously understanding and portraying phenomena in detail. The objective is to provide an in-depth portrayal of observed conditions or situations without manipulating or intervening in the variables involved (Sukmadinata, 2013). In the context of this study, the descriptive qualitative approach enables researchers to explore and unravel the

meanings inherent in the data, whether expressed through written or oral words from participants or observed behaviors.

The data generated through descriptive qualitative research are descriptive in nature, offering a clear and detailed depiction of the observed phenomenon. Data can be sourced from various outlets, including participant interviews, direct observations, and written documentation. The data analysis process in this method entails interpretation and elucidation by the researcher of the obtained information, with the aim of comprehending the context and dynamics therein. Consequently, the descriptive qualitative research method affords researchers the opportunity to gain profound insights into the phenomenon under scrutiny and comprehensively expound on findings within pertinent contexts.

The participants in this study are fourth-grade students from SD Negeri Kejambon 2. The selection of fourth-grade students as the primary participants is based on the consideration that they are at an appropriate developmental stage. Additionally, they are perceived to possess sufficient understanding to actively engage in the planned research activities.

The decision to involve students as participants is further motivated by the researcher's role as a teacher at SD Negeri Kejambon 2. The researcher's position as a teacher in the school offers advantages in terms of accessing participants and establishing stronger rapport with them. The existing familiarity and trust between the researcher and the students can facilitate the data collection process, minimize communication barriers, and enhance the validity of the research outcomes.

Moreover, the inclusion of fourth-grade students in the research enables the researcher to gain deeper insights into the utilization of technology in learning within the elementary school context. Therefore, the selection of these participants is anticipated to provide valuable contributions to understanding digital learning practices at the elementary school level.

RESULTS AND DISCUSSION

Microsoft Sway is a type of web-based media that can be accessed via computers and mobile phones, provided that the devices are connected to the internet. Its usage allows students to actively engage with technology and leverage various technological features as part of their learning materials. Therefore, the integration of Microsoft Sway in the learning context can assist students in developing skills relevant to the demands of 21st-century learning.

Through Microsoft Sway, students can participate in interactive and dynamic learning experiences by incorporating multimedia elements such as text, images, videos, and graphics. This media platform enables students to explore various concepts and learning materials more deeply through engaging and interactive learning experiences. Consequently, the utilization of Microsoft Sway not only facilitates students' access to information but also enhances their critical thinking, collaboration, and creativity skills.

According to Prayogi (2020), 21st-century educational skills should encompass criteria such as data/information literacy and interaction through digital technology. This indicates that the incorporation of Microsoft Sway in learning aligns with the characteristics and skills needed in the context of 21st-century learning. It underscores the importance of integrating technology into the learning process to prepare students for an increasingly digital

and complex future. Therefore, the integration of Microsoft Sway media can be an effective strategy in enhancing the quality of learning and preparing students to become active and adaptive learners in this digital era.

The use of Microsoft Sway in learning allows for the presentation of comprehensive and diverse content. The material presented is not limited to text but can also include images, audio, and video. The presence of various media provides a more dynamic and engaging learning experience for students. With a rich variety of content, students are more likely to be interested and actively involved in the learning process.

The ability to present material in various formats also provides significant flexibility for teachers in developing engaging and relevant learning materials. Teachers can easily incorporate illustrative images, audio clips, or short videos that support the understanding of concepts being taught. This helps clarify learning content and facilitates students' understanding of the material being presented.

Furthermore, Microsoft Sway also allows students to interact with learning material more directly. They can play audio, watch videos, or click on images to obtain additional information. Moreover, students can also use the discussion or collaboration to share opinions, exchange ideas, and discuss learning material with their peers. This not only enriches students' learning experiences but also encourages the creation of a collaborative and interactive learning environment.

Thus, the use of Microsoft Sway not only increases students' interest and engagement in learning but also facilitates a more enjoyable and effective learning process. The integration of interactive and collaborative features in this platform opens up new opportunities for richer and more meaningful learning experiences for students in this digital era.

Learning using Microsoft Sway has proven to encourage active student participation in the learning process. They appear enthusiastic about reading the presented material and watching videos loaded onto the platform. With various multimedia content offered, such as text, images, and videos, learning becomes more engaging and captures students' interest.

This statement is also consistent with research conducted by Mila Agustin (2021), who concluded that learning using Microsoft Sway is highly effective in capturing students' attention and arousing their curiosity. Through the use of this technology, students have the opportunity to interact with learning material in a more dynamic and interactive manner.

Students' enthusiasm for learning using Microsoft Sway can also be understood as a result of a more enjoyable and relevant learning experience to their daily lives. By presenting learning material through media that are familiar and frequently used by students, learning becomes closer to their reality, thus enhancing engagement and interest in learning.

Overall, the use of Microsoft Sway in learning has proven itself as an effective tool to increase student participation and enrich their learning experience. By continuously developing and integrating technology into the learning process, we can create a more engaging, relevant, and meaningful learning environment for students in this digital era.



Figure 1. Students using Microsoft Sway

In a study conducted by Nugroho Adi Suryandaru, it is stated that web-based learning has the potential to encourage students to be more active and independent in the learning process. By using web-based platforms, students can access learning materials wherever and whenever they need them. This allows them to learn flexibly according to their own pace and learning preferences.

Furthermore, web-based learning also has advantages in terms of presenting engaging content. Materials presented through websites tend to be more interactive and captivating for students. With attractive layouts and the use of various media, such as images, audio, and video, learning becomes more dynamic and engaging. Students can actively participate in the learning process, thereby enhancing the effectiveness and overall success of learning.

Assessment integrated into Microsoft Sway indeed offers a more engaging experience for students. The assessment features provided in this platform tend to be more interactive and responsive to students' activities during the learning process.

One of the main advantages of assessment in Microsoft Sway is its ability to provide immediate feedback to students. By using this feature, students can quickly see whether their answers are correct or incorrect. The ability to view feedback instantly helps students understand their strengths and weaknesses in understanding the learning material.

Furthermore, the ability to view scores directly is also a motivating feature for students. By seeing their scores immediately, students have a clearer understanding of how well they have understood the learning material and how well they have answered the questions in the assessment. This can serve as an incentive for students to continue improving their performance in learning.

Overall, the integrated assessment features in Microsoft Sway not only enhance interactivity in learning but also provide useful feedback for students to understand their learning progress. By using this technology, the assessment process becomes more dynamic and beneficial for students' learning processes.



Figure 2. Students trying out the assessment feature on Microsoft Sway media

CONCLUSION

Based on the author's exposition, it can be concluded that learning using Microsoft Sway media has proven to overcome the limitations of Pancasila Education learning in schools. By presenting content in the form of images, audio, and video, Pancasila Education learning successfully integrates 21st-century learning skills through the utilization of technology.

Observation results indicate that students are more enthusiastic about participating in learning and become more active in the learning process. Learning is more dominated by student activities rather than teacher interventions. The students' active involvement in learning demonstrates that the use of Microsoft Sway media can create an engaging and interactive learning environment, where students are directly engaged in their learning process.

Thus, the use of technology in Pancasila Education learning not only opens opportunities to expand and enhance access to learning materials but also changes the paradigm of learning to be more student-centered. This results in a more dynamic, interactive, and student-centered learning environment, where students play an active role in the learning process and teachers act as facilitators and guides in that process.

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