



The Effectiveness of Using Microsoft Sway Application on Improving Social Studies Learning Outcomes of Seventh-Grade Students at SMPN 5 Panca Rijang

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Abstract

This study aims to determine the effectiveness of using the Microsoft Sway application in improving the learning outcomes of seventh-grade students in Social Studies (IPS) at UPT SMPN 5 Panca Rijang. The background of this research is the low achievement in Social Studies learning, caused by a lack of student interest and minimal use of varied learning media. This research employed a quantitative approach with a quasi-experimental method using a one-group pretest-posttest design. The sample consisted of all 35 seventh-grade students. Data were collected through documentation and objective tests in the form of multiple-choice questions. The results showed that the average pretest score of 49.42 increased to 81.14 in the posttest. The N-Gain analysis showed a score of 66.47%, categorized as “moderately effective.” Based on these findings, it can be concluded that the use of Microsoft Sway is effective in enhancing students’ Social Studies learning outcomes. This study recommends integrating Microsoft Sway into classroom instruction as an alternative technology-based interactive learning medium.

Keywords: Effectiveness, Microsoft Sway, Learning Outcomes, Social Studies, Learning Media

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Microsoft Sway terhadap peningkatan hasil belajar Ilmu Pengetahuan Sosial (IPS) siswa kelas VII di UPT SMPN 5 Panca Rijang. Latar belakang penelitian ini adalah rendahnya hasil belajar IPS siswa yang disebabkan oleh kurangnya minat belajar dan minimnya penggunaan media pembelajaran yang variatif. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian quasi eksperimen dan desain one group pretest-posttest. Sampel dalam penelitian ini adalah seluruh siswa kelas VII yang berjumlah 35 orang. Teknik pengumpulan data menggunakan dokumentasi dan tes objektif berupa soal pilihan ganda. Hasil penelitian menunjukkan bahwa rata-rata nilai pretest sebesar 49,42 meningkat menjadi 81,14 pada posttest. Analisis uji N-Gain menunjukkan skor 66,47% yang berada pada kategori “cukup efektif”. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan aplikasi Microsoft Sway efektif dalam meningkatkan hasil belajar IPS siswa. Penelitian ini merekomendasikan integrasi Microsoft Sway dalam proses pembelajaran sebagai alternatif media pembelajaran interaktif berbasis teknologi.

Kata Kunci: Efektivitas, Microsoft Sway, Hasil Belajar, IPS, Media Pembelajaran

Introduction

In today's era of rapid technological advancement, education systems are continuously evolving to meet the needs of 21st-century learners. The shift from the 2013 Curriculum to the Merdeka Curriculum in Indonesia reflects a growing emphasis on student-centered learning, which promotes active participation, independence, and responsibility among students in the learning process. This transition encourages educators to integrate digital tools to enhance engagement and comprehension.

The Indonesian government, through various regulations such as Law No. 20 of 2003 on the National Education System, outlines the importance of developing students' potential in spiritual, intellectual, and social domains. In line with these regulations, the Merdeka Curriculum encourages innovative teaching methods that align with students' learning needs, abilities, and interests, particularly through technology integration in classrooms.

The effective use of digital applications can support the learning process by offering interactive and engaging content. Among these tools, Microsoft Sway has gained popularity due to its ease of use and flexibility. Unlike traditional presentation software like PowerPoint, Microsoft Sway enables the integration of multimedia content—text, images, audio, and video—making the learning experience more dynamic and visually appealing.

In Social Studies education, which encompasses a broad range of topics such as geography, history, economics, and sociology, using interactive media can enhance students' understanding and retention. Microsoft Sway presents an opportunity to deliver complex material in an engaging format, thereby improving

students' motivation and learning outcomes.

Observations at UPT SMPN 5 Panca Rijang indicate several challenges in the teaching and learning process. Students' Social Studies scores are relatively low, and many learners show a lack of enthusiasm for the subject. One contributing factor is the limited use of diverse and interactive learning media. Consequently, there is a need for innovative instructional tools that can capture students' attention and enhance their academic performance.

Previous research has shown that technology-based learning applications, including Microsoft Sway, can significantly improve students' engagement and academic achievement. However, few studies have focused specifically on its use in Social Studies for junior high school students in rural areas, such as Sidrap Regency. This highlights the need for further investigation.

This study seeks to evaluate the effectiveness of using Microsoft Sway in enhancing students' learning outcomes in Social Studies. By implementing the application in classroom instruction and measuring students' performance before and after its use, the research aims to provide empirical evidence on its impact.

Therefore, the researcher is motivated to conduct a study titled "The Effectiveness of Using Microsoft Sway Application to Improve Students' Social Studies Learning Outcomes at Grade VII of SMPN 5 Panca Rijang," with the goal of offering practical recommendations for educators and contributing to the development of more engaging digital learning strategies in Indonesian schools.

Method

This study employed a quantitative approach using a quasi-experimental method with a one-group pretest-posttest design. This design was chosen to measure the effectiveness of the Microsoft Sway application in improving students' Social Studies learning outcomes. The absence of a control group in this study was compensated by comparing the same group of students' scores before and after the intervention.

The population in this study consisted of all seventh-grade students at UPT SMPN 5 Panca Rijang, totaling 35 students from two classes (VII.1 and VII.2). Given the relatively small population, the study applied total sampling, meaning all students were included as research subjects. This approach ensured that the findings would be representative of the entire seventh-grade cohort at the school.

The independent variable in this study was the use of the Microsoft Sway application during the teaching process, while the dependent variable was the students' learning outcomes in Social Studies. The effectiveness was measured based on students' performance improvement from pretest to posttest scores.

Data collection was conducted using two techniques: documentation and tests. Documentation was used to gather data about the school, students, and supporting materials. The tests consisted of 30 multiple-choice questions administered as both a pretest and a posttest. The same set of questions was used to ensure consistency in measuring learning gains.

Before administering the test, the teacher delivered the Social Studies lesson using Microsoft Sway, which included multimedia materials such as images, videos, and interactive content. Students were then given the posttest to assess their understanding of the material after the intervention. Their answers were scored

using a simple system: 1 point for each correct answer and 0 for incorrect ones.

To analyze the data, the study used two main statistical methods: mean score comparison and N-Gain test. The mean comparison allowed the researcher to determine the average improvement between pretest and posttest scores. The N-Gain test was applied to measure the effectiveness of the intervention by calculating the normalized gain of student learning outcomes.

The N-Gain score was interpreted using a classification scale: less than 40% (ineffective), 40–55% (less effective), 56–75% (moderately effective), and more than 75% (effective). These categories helped to identify the extent to which Microsoft Sway contributed to improving students' academic performance.

Overall, this method provided a clear framework to assess the impact of Microsoft Sway on students' learning. The combination of pretest-posttest analysis and statistical interpretation enabled the researcher to draw valid conclusions about the effectiveness of the application as a digital learning tool in the Social Studies classroom.

Results And Discussion

The main objective of this study was to evaluate the effectiveness of the Microsoft Sway application in improving students' learning outcomes in Social Studies. The research was conducted at UPT SMPN 5 Panca Rijang with a total of 35 seventh-grade students participating. The data collection process involved administering a pretest before the intervention and a posttest after the lesson using Microsoft Sway.

The results of the pretest showed that students' initial understanding of the

Social Studies material was relatively low. The average pretest score was 49.42, with the lowest score being 23 and the highest score being 90. Most students fell into the categories of “poor” and “fair,” indicating that prior to using Microsoft Sway, students had limited grasp of the material.

After the implementation of Microsoft Sway in the learning process, students took a posttest. The average score rose significantly to 81.14, with several students achieving perfect scores (100). This improvement suggests that the multimedia-rich content and interactive features of Microsoft Sway had a positive influence on students’ engagement and comprehension.

The increase in average scores between pretest and posttest clearly indicates an improvement in learning outcomes. This improvement was further validated using the N-Gain formula, which measures normalized learning gains. The average N-Gain score across the class was 0.66, equivalent to 66.47%, which falls into the “moderately effective” category.

Further analysis revealed that the number of students in the “excellent” and “good” categories increased significantly after the intervention. Before using Microsoft Sway, only a few students were able to achieve high scores. After the intervention, more than half of the class scored above 80, reflecting substantial learning improvement.

In addition to the test results, observational notes during the lessons indicated increased student participation and enthusiasm. Many students were actively engaged with the content, especially when presented with videos, images, and interactive slides embedded within the Microsoft Sway platform. This suggests that the application not only improved test scores but also positively influenced student motivation and behavior during lessons.

Moreover, the consistency in the format and delivery of content provided by Microsoft Sway helped students follow the lessons more easily. Its user-friendly design enabled both students and teachers to focus more on the content rather than technical issues, contributing to a smoother learning experience.

Overall, the results demonstrate that the use of Microsoft Sway had a significant and positive impact on students’ Social Studies learning outcomes. The improved test scores, increased participation, and positive student responses all support the conclusion that this digital tool is an effective aid for classroom learning.

Discussion

The findings of this study reveal a significant improvement in students’ learning outcomes after the use of Microsoft Sway in Social Studies instruction. The average pretest score was 49.42, and it increased to 81.14 in the posttest. This indicates that the integration of Microsoft Sway into the teaching process has a substantial effect on students’ academic performance.

The **N-Gain score** of 66.47% categorizes the learning gain as “moderately effective.” While not all students achieved perfect scores, the majority demonstrated noticeable improvement. This suggests that Microsoft Sway effectively supports the learning process by presenting content in a visually engaging and interactive format, which can aid students in understanding and retaining the material.

Compared to traditional teaching methods, Microsoft Sway provides a more dynamic learning environment. The application allows teachers to combine text, images, videos, and links in a single presentation, which helps to address various learning styles. Visual and auditory learners, in particular, benefit from the multimedia

features, making the learning experience more inclusive and effective.

The positive results also align with **previous studies**, such as those conducted by Utami et al. (2024) and Veronika et al. (2023), which showed similar improvements in learning outcomes through the use of Microsoft Sway. This strengthens the argument that the platform is a valuable tool in education, particularly in subjects that benefit from contextual and visual representation, like Social Studies.

In addition to academic performance, students' engagement and motivation improved during the lessons. Observations showed that students were more enthusiastic and attentive when learning materials were delivered through Microsoft Sway. This reflects the importance of leveraging digital tools to create more appealing learning experiences in line with modern students' expectations and habits.

However, it is important to acknowledge that some limitations were observed. A few students struggled with internet connectivity or navigating the application, especially those unfamiliar with digital tools. This suggests that the effectiveness of Microsoft Sway is also influenced by students' access to technology and their digital literacy skills. Future research could explore these aspects further and offer strategies for overcoming such challenges.

Overall, the discussion supports the hypothesis that Microsoft Sway is an effective medium for enhancing students' Social Studies learning outcomes. The results emphasize the need for educators to embrace digital learning tools and to continuously adapt their teaching methods to the demands of modern education environments.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of the Microsoft Sway application is effective in improving the learning outcomes of seventh-grade students in Social Studies at UPT SMPN 5 Panca Rijang. The significant increase from the average pretest score of 49.42 to the posttest score of 81.14 demonstrates that the application had a positive impact on students' academic achievement.

The N-Gain score of 66.47% further supports this conclusion, placing the learning gain in the "moderately effective" category. Microsoft Sway's multimedia features, such as videos, images, and interactive content, contributed to increased student engagement and better understanding of the material.

This research suggests that incorporating digital tools like Microsoft Sway in classroom instruction can enhance both student interest and academic performance. It is recommended that teachers consider using similar technology-based media to support the implementation of the Merdeka Curriculum and meet the learning needs of today's students.

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