LEARNING PUPPET STORIES AT SUDIRMAN AMBARAWA ISLAMIC HIGH SCHOOL BASED ON SWAY OFFICE

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Abstract

This classroom action research aims to find out whether sway office based learning can improve the learning outcomes of class The data collection method used in this research is comparative descriptive, namely comparing before the action is taken and after the action is taken. Based on data analysis, it was revealed that (1) the average assessment of learning outcomes in the first cycle was 70.0, while the average assessment of learning outcomes in the second cycle was 80.0. So it can be concluded that learning Wayang stories based on *sway office* can improve student learning outcomes, especially for the results of listening skills in Javanese subjects, material on the Mahabharata wayang story, Bima Bungkus.

Keywords: *Listening Skills, Wayang Story Text, Sway Office Media*

Introduction

The development of Science and Technology has made many real contributions to the progress of society both in the fields of education, business and health. In the field of education, for example, technological developments have not been utilized optimally. This is proven by the fact that many schools still use traditional methods, namely lectures, and do not utilize information technology, so students are less motivated to learn. Based on my experience when teaching at Sudirman Ambarawa Islamic High School, there were problems that occurred in learning Javanese language subjects. Most teachers in these subjects still use textbooks. Package books are student handbooks, such as package books published by Erlangga or LKS. The use of textbooks is indeed quite effective, but does not attract students' attention. Even though learning Javanese is very important, even though it is included in local content. This is because the Javanese language teaches uploads or manners that apply in Javanese society, and is expected to be a means of preserving culture. The way to do this is by teaching it from generation to generation. In the initial conditions, namely before the teacher took certain actions, student learning outcomes in the Javanese language

subject for class X students at Sudirman Ambarawa Islamic High School were still low. This is proven by the formative value of the initial study results of 35 students, there were 11 students who completed and 24 students did not complete or failed to meet the standardized Minimum Completeness Criteria (KKM), namely 75.

The factor causing low learning outcomes is that teachers still use lecture methods that are less interesting for students during learning. From a teacher's perspective, teachers need learning innovation from several aspects, including the teaching materials and media used. The only media used are worksheets, which makes it difficult for students to learn the Wayang story from the aspect of understanding and writing/retelling the contents of the Mahabharata Bima Bungkus story using sentences that are composed by the students themselves according to various manners. Students only listen to the teacher's explanation through the PPT media that is broadcast, so students have difficulty writing down the message contained in the Mahabharata play "Bima Bungkus" which has been conveyed by the teacher. According to Arsyad (2015: 23), media in the teaching process has a very important role in determining learning success. Learning success is reflected in the new experiences gained by students and the effective achievement of learning goals (Fathurrahman et al., 2019). The effectiveness of learning can be observed through the approaches and strategies implemented by teachers to achieve learning goals (Yulianto & Nugraheni, 2021: 36). Learning media is a component of the message delivery strategy that will be conveyed to students in the form of people, tools and materials (Haryani & Syamsiyah, 2021, p. 138). Using learning media is the right thing that teachers must use and apply to attract students' attention in class. Learning media has an important role as a means of conveying messages well and interestingly (Mahnun, 2012, p. 28). So it can be interpreted that learning media is a tool as a means of the teaching and learning process, namely everything that is packaged or designed to stimulate learning abilities or skills so that it can encourage a comfortable and enjoyable learning process for students (Surayya, 2012, p. 67) .

Sway is a cloud-based program in Microsoft 365. Sway is a new breakthrough from Microsoft which was released around 2014. Sway is not software that must be installed on a PC or laptop, but sway is a web-based application. This free app helps collect, format, and share our ideas, stories, and presentations on great-looking web-based interactive screens.

Microsoft's sway tool will help teachers collect, format, and share ideas, stories, and presentations on a web-based

interactive canvas that looks great on almost any screen. Teachers can easily create new sways to add text, images, documents, videos, charts, or other types of content. By using sway, teachers can present learning in a more interesting way and invite students' curiosity. Students themselves can use the sway application to present their assignments. By utilizing the sway application from Microsoft 365, creating media will be easier and more innovative. Teachers can pour teaching materials into media according to the learning indicators that will be developed (Zakia, Sagala, & Siburian, 2017, p. 251).

From an understanding of the various assumptions and explanations that have been presented, research will be carried out to measure the use of sway office media in the process of learning wayang stories at Sudirman Ambarawa Islamic High School.

Methodology

This research is in the form of classroom action research (PTK). This research was conducted on Javanese language subjects for 2 cycles. The subjects of this research were class X students at SMA Islam Sudirman Ambarawa. The number of students who were the subjects of this research was 35 students, consisting of 22 female students and 13 male students. The author conducted classroom action research on Javanese language subjects in

this class because: (1) so far Javanese language learning on wayang story material has not used media, only using worksheets, (2) Javanese language learning has not attracted students' attention and feels boring, (3) motivation for learning Javanese is still very low, (4) learning Javanese in this class is still low and has not reached the specified KKM.

The data sources in this classroom action research are:

1. Sources of student data include data about learning outcomes in Javanese language subjects and data about the application of sway office media.

2. Teacher data sources include data on teacher skills in planning learning improvements and skills in implementing learning improvements, processes learning such as learning interactions, implementation of sway office media.

1. Data sources include observations of the use of sway office media, the results of reflections with research teachers.

Finding and Discusssion

The initial conditions for the Javanese language learning process for Wayang stories are as follows. Of the 35 students, 11 students completed it and 24 students out of the total number of students did not complete it or met the standardized

minimum completion criteria (KKM) target of 75.

After learning was carried out using Sway Office media learning, student learning outcomes increased, providing a good influence and role as an innovative learning medium for students. Judging from before using Sway Office media, namely using only LKS, the results of students' work were still far from the KKM scores, both in terms of knowledge and skills. Learning using sway office media can bring better results, namely by increasing students' grades. This is proven by student learning outcomes that have reached a minimum level of completeness.

Thanks to the intervention with the application of sway office media learning, the Javanese learning achievement of students in class X has increased. This is caused by media sway office students become enthusiastic, active in learning, have a more concrete understanding and are more motivated to learn. Students also have online-based media that can be accessed anywhere and anytime via the cellphone they use.

Table 1. Comparison of the final average scores of the Competency Test before using the media and after using the media.

the story of the Mahabharata wayang text, Bima Bungkus. This can be seen from the

No	Information	Average
1	Final Value before using sway office media	70,0
2	Final Value after using sway office media	80,0
3	KKM value	75

The application of learning using sway office media to the material of the Mahabharata wayang story, the play Bima Bungkus, for class

Conclusion

The conclusions from this research can be explained as follows:

a. The application of sway office media learning can improve students' listening skills in Javanese language learning about the Mahabharata wayang story, the play Bima Bungkus.

for class X at Sudirman Ambarawa Islamic High School.

b. The application of the sway office media learning model can improve Javanese learning outcomes regarding

pre-cycle learning completeness of 70.0 to 80.0. Suggestion

1. Suggestions for further research

a. In this study, researchers observed a more optimal level of success by implementing the sway office based learning model in developing students' abilities to better understand a story text, however this can be researched further and developed in further research in order to obtain even better results from previous research.

b. This research has only had 2 cycles carried out by researchers and other researchers .

c. Then you can add cycle 3 to get more significant findings.

2. Application of research results

Considering that the application of the sway office-based learning model can improve listening skills and learning outcomes in Javanese language

subjects, teachers need to apply it in sway office media learning in their schools. Schools need to provide teachers with facilities to facilitate sway office-based learning so that students' learning motivation inJ avanese subject sincreases.

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