PENGGUNAAN APLIKASI KELAS SEESAW SEBAGAI MEDIA PEMBELAJARAN DALAM PEMBELAJARAN BERBASIS PROYEK DIGITAL

THE USE OF SEESAW CLASS APPLICATION AS LEARNING MEDIA IN DIGITAL PROJECT-BASED LEARNING

Woro Kusmaryani[1)], Arifin[2)]

[1,2]Fakultas Keguruan dan Ilmu Pendidikan, Universitas Borneo Tarakan
Email: worokusmaryani@borneo.ac.id

ABSTRAK

Seesaw adalah alat digital yang dibuat khusus untuk siswa untuk merekam video, mengambil gambar, menulis catatan, dan mendokumentasikan pembelajaran mereka. Penelitian ini berusaha untuk lebih memahami bagaimana Seesaw digunakan dalam pembelajaran berbasis proyek digital sebagai alat pembelajaran. Convergent Mixed-methods merupakan desain penelitian yang digunakan dalam penelitian ini. Dalam penelitian ini digunakan dokumentasi, observasi, wawancara, dan tes. Data dianalisis menggunakan uji-t berpasangan dan pengkodean. Hasil penelitian menunjukkan bahwa Seesaw menyediakan berbagai fitur seperti kegiatan pembelajaran interaktif, alat pelacakan tugas, dan opsi komunikasi antara hubungan guru-siswa/orang tua-siswa serta pembelajaran berbasis proyek digital yang melibatkan siswa menyelesaikan proyek yang melibatkan penggunaan teknologi digital. , seperti komputer dan perangkat seluler. Uji-t berpasangan juga menunjukkan bahwa Sig. (2-tailed) adalah 0,000 < 0,05 yang berarti bahwa penggunaan aplikasi kelas Seesaw efektif meningkatkan keterampilan berbicara siswa.

Kata Kunci: Aplikasi Kelas Seesaw, Media Pembelajaran, Pembelajaran berbasis Proyek Digital

ABSTRACT

Seesaw is a digital tool created especially for students to record videos, take images, write notes, and document their learning. This research sought to better understand how Seesaw was used in digital project-based learning as a learning tool. Convergent Mixed-methods was the research design employed in this study. In this study, documentation, observation, interviews, and tests were used. The data was examined through paired t-tests and coding. The results showed that Seesaw provided various features such as interactive learning activities, assignment tracking tools, and communication options between teacher-student/parent-student relationships as well as Digital project-based learning which involved students completing projects that involved the use of digital technology, such as computers and mobile devices. Paired t-test also showed that the Sig. (2-tailed) was 0.000 < 0.05 which means that the use of Seesaw class application effectively improved students' speaking skills.

Keywords: *Seesaw Class Application, Learning Media, Digital Project-based Learning*

INTRODUCTION

The use of educational media in instructional activities is crucial. It can assist teachers in involving their students and fostering a livelier learning atmosphere. With the correct resources, teachers may easily interact with their students and give them interesting learning opportunities that will improve their comprehension of the subjects being taught. Also, integrating multimedia materials enables more contact between

the teacher and the students, which improves comprehension among students and promotes group collaboration (Kosanke, 2019).

Learning media has many advantages over conventional teaching techniques like textbooks or lectures alone; it makes courses more entertaining by offering visual aids that make it simpler to comprehend challenging concepts or themes. Videos, for instance, can be particularly helpful when presenting new concepts because they frequently include images that support what has been said aloud during the lesson plan itself - something that would be much more difficult to convey with written text alone. Moreover, interactive elements like games or quizzes in multimedia resources keep students interested while also demonstrating how to apply what they have learned outside of the classroom (Pulungan, 2021).

Teachers have the ability to evaluate students' progress during each lesson plan when they incorporate multimedia materials into their lesson plans. This allows them to identify areas that need development while also keeping an eye on each student's performance on assigned tasks (i.e., tests). With access to these kinds of information readily available, educators are better able to assess how well each student is understanding particular ideas and make necessary adjustments. It should be clear why using learning media in any given teaching activity is crucial: not only does it make the experience more enjoyable for both the teacher and the students, but it also serves practical needs like assessment and evaluation, ensuring that everyone gets the most out of each and every session they spend together (Zam Zam Al Arif, 2019).

The way we learn has been changed by mobile applications, which give us unprecedented access to information and tools. With so many benefits, using mobile applications in educational activities is an essential tool for students of all ages. They include portability, accessibility, cost, and convenience (Dobbins & Denton, 2017).

Since mobile application can be downloaded at any time from any location with an internet connection to any smartphone or tablet device, mobile applications offer a great deal of convenience. This eliminates the need for students to lug around bulky textbooks or put off doing their homework until they get home; instead, they can just download the app on their phone and begin learning right away! Additionally, a lot of apps provide extra features like flashcards or quizzes that assist reinforce in-class concepts, making them even more beneficial for students wanting to remain ahead of the curve academically (Kukulska-hulme & Shield, 2008).

Smartphones are portable enough to be taken everywhere without feeling burdened by technology, unlike laptops or computers that some individuals (especially smaller children) may find too heavy to carry about everywhere. Also, since most phones have long-lasting batteries, you won't have to worry about running out of juice while using your app during a class—something that traditional laptops often cannot guarantee due to their limited battery lives. The final consideration is cost effectiveness. Compared to traditional textbooks, which frequently require pricey updates every year, the majority of educational apps currently available only cost a single download fee, making them much more cost-effective than purchasing new books every semester or yearly cycle. When compared to alternative techniques, using mobile applications for learning activities offers a number of advantages, including portability, cost, accessibility, and convenience. This technology is being used in classrooms by so many teachers and educators simply because it gives kids everywhere limitless opportunity for seeking academic greatness (Hadijah et al., 2020).

A cutting-edge method of teaching that has the potential to transform the way students learn is digital project-based learning. In order to give students a more practical education, this style of learning makes use of technology and digital resources including online collaboration tools and virtual simulations (Kerti Nitiasih et al., 2021; Ngadiso et al., 2021). Digital project-based learning can assist raise

student engagement and enhance results by giving real-world applications for concepts learnt in the classroom.

The primary advantage of this strategy is that it enables increased peer collaboration through joint endeavors or activities. By the use of web conferencing software or instant messaging systems, students are able to collaborate on projects from distant locations while maintaining good communication with one another (Syahida & Sundari, 2022). Additionally, because all materials are digitally stored in a single location, numerous users from all over the world can access them at the same time without the need for physical copies to be sent back and forth, saving both time and money on the printing costs associated with conventional educational models (Yuliansyah & Ayu, 2021).

Online libraries, open source software, and even 3D printers that are available in some schools, kids who might not otherwise have access to certain resources due to financial or geographic limitations now have an equal shot at success. All of these technological advancements level the playing field in terms of academic accomplishment by enabling any student, regardless of background, to receive knowledge they would otherwise be unable to obtain elsewhere (Asfihana et al., 2021).

By fostering opportunities for enhanced peer collaboration and providing people who may not be able to afford certain resources with the same opportunity at success as everyone else, digital project-based learning offers many advantages over traditional methods. It is obvious why this approach should keep spreading throughout educational institutions throughout the world; its capacity to reengage students in the classroom can only result in future generations who are more prepared to take our position in society when the time comes (Pratumchat, 2020).

A cutting-edge platform for teacher and student collaboration in the classroom is the Seesaw Class app. It offers a distinctive method of connecting with the learning content, enabling teachers to modify their lessons to meet the needs of the students. Real-time feedback, automated grading systems, and interactive exercises are just a few of the features that the app offers to help both teachers and students. With all these advantages in mind, it is obvious why educational institutions around the nation ought to start using the Seesaw Class app (Nur & Riadi, 2019).

Through its "My Path" feature, Seesaw Class gives students the ability to create their own personalized learning plans that are tailored specifically towards their individual needs or interests (Moorhouse, 2019). This promotes self-directed study, which can result in more engaged students who take ownership over what they are studying rather than just blindly following directions from a teacher (Zulfa et al., 2022). Also, the simplicity with which assignments may be made utilizing templates saves teachers' time when making new assignments while yet offering thorough resources that cover a wide range of subjects in a single lesson plan. Also, real-time feedback on students' progress enables them to identify areas for development before the end of the class; as they receive immediate feedback on how well they performed on each task given, this keeps them engaged throughout each session (Rou & Yunus, 2020).

Seesaw Class greatly simplifies peer collaboration, thanks to its user-friendly interface (Ryan, 2018). Users may rapidly share notes or ideas with classmates via private messaging features or open forums, keeping everyone informed even if someone missed some of the lecture due to absence. This guarantees that no one falls behind in any topic discussions as long as there is access to the internet, ensuring that everyone remains connected even when they are not physically present in the school building. Implementing Seesaw Class would be extremely advantageous for educators looking to save crucial teaching time as well as students who want to connect with the instructor's content more fully, leading to greater overall academic performance among all involved parties (Le, 2022; P W Ratnaningsih, 2020).

RESEARCH METHODOLOGY

This research employed convergent mixed-methods in speaking class consisted of 43 students (Creswell, 2014). This research was conducted at first semester students of English Education Department Universitas Borneo Tarakan. This research focused on investigating the implementation of Seesaw class application as learning media in digital project-based learning and its effectiveness in improving students' speaking skill, so this research used observation and test where the observation was analyzed qualitatively through coding and test was analyzed quantitatively through paired t-test.

RESULTS AND DISCUSSION

### *The implementation of Seesaw Class Application*

Speaking is a required course in the English department that teaches students the fundamentals of oral communication, including how to recognize general and specific information in various monologues and dialogues, recognize relevant points, reject irrelevant information, recognize information that is implied, and use communication techniques to introduce and talk about oneself, to ask for information, and to persuade others to do something. In this course, the students must be able to understand the basic concept and knowledge of language elements and skills to support oral communication. The students must be able to apply language elements and skills to improve oral communicative competence. The students also must be able to select proper language elements and skills to support oral communication.

This course consisted of 16 meetings where the first meeting was the introduction of syllabus and learning contract, the eight meeting was middle semester test, the sixteenth meeting was final semester test, and the other meetings were speaking practice through topical syllabus. The topics were about personality types and quality, transportation problems, entertainments, movies, and books, food, recipes, instructions, and cooking method, travel and vacation, career moves, health problems, medication, and remedies, world's problems, lifelong learning, qualities for success and successful business, predicament and speculation, and nonverbal communication, gestures, and meaning.

During the teaching and learning process, Seesaw class application was used as learning media to record students' speaking practice. The Seesaw Class app is a platform for teacher and student collaboration in the classroom (Ratnaningsih, 2019). It provides a unique way to engage with the learning material, allowing teachers to adapt their classes to the needs of the pupils. The software provides features to assist teachers and students alike, including interactive activities, real-time feedback, and automated grading systems. Given all these benefits, it should be clear why educational institutions around the country should begin implementing the Seesaw Class app (Zulfa et al., 2022).

Students have the option to design their own individualized learning plans using Seesaw Class, which are especially catered to their unique requirements or interests. This encourages independent learning, which can lead to more engaged students who take responsibility for what they are learning as opposed to just obediently following teacher instructions. Also, using templates to create assignments is quick and easy, saving teachers' time when creating new assignments while yet providing comprehensive materials that cover a wide range of subjects in a single lesson plan. Also, by receiving immediate feedback on how well they fared on each assignment, students are kept engaged as they are able to identify areas for improvement before the end of the session (Rou & Yunus, 2020).
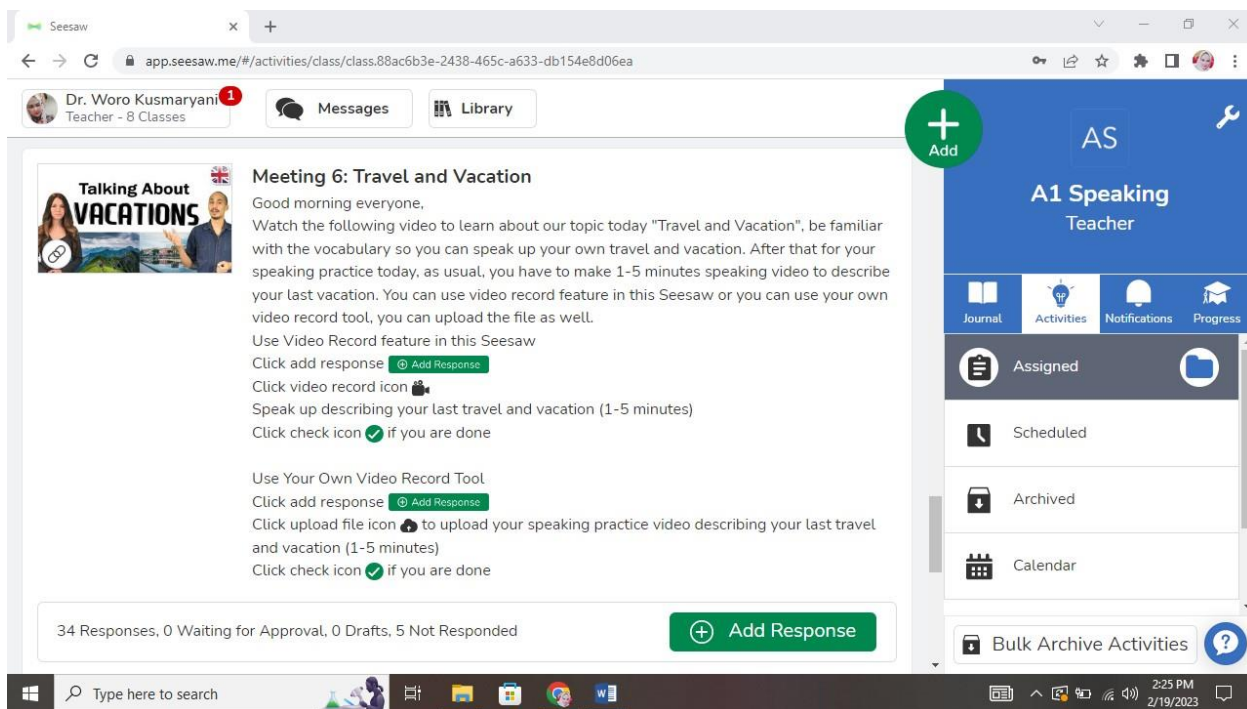
Figure 1. Sample of Learning through Seesaw Class Application
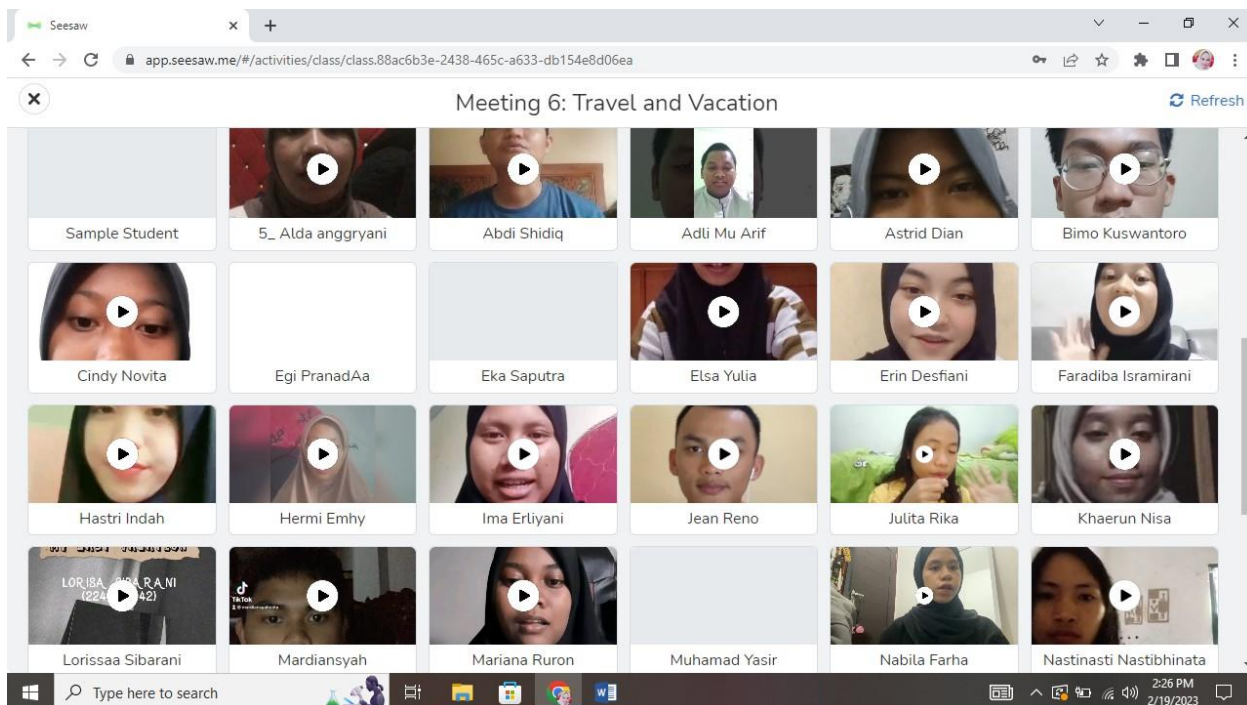
Figure 2. Sample of Students' Speaking Practice through Seesaw Class Application

Project-based learning is an effective and engaging instructional strategy that has gained traction in recent years as schools move towards a more digitally oriented educational environment (Ngadiso et al., 2021). Digital project-based learning (DPBL) takes the traditional approach of project-based learning and applies it to modern technology, allowing students to create digital projects that have real world application. The use of DPBL offers
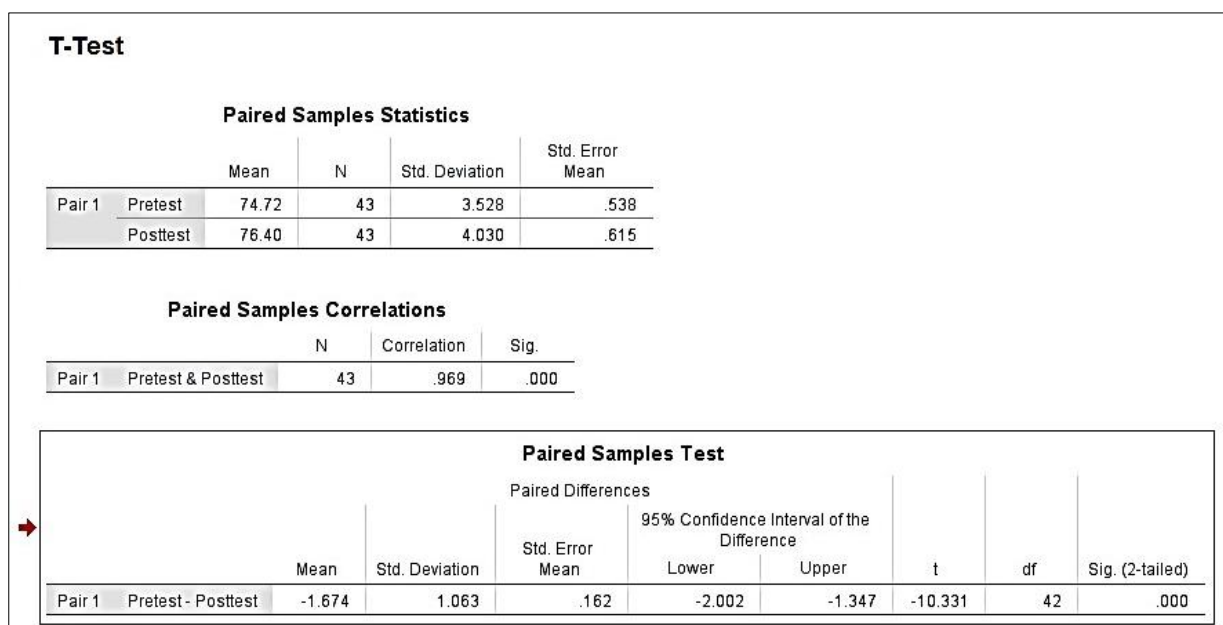
numerous benefits for both educators and students alike, including improved student engagement, enhanced collaboration opportunities among peers, increased access to resources from around the globe, as well as greater flexibility in terms of assessment methods (Asfihana et al., 2021).

At its core DPBL encourages students to take ownership over their own education by giving them autonomy over their work while also allowing them to explore topics they are passionate about or curious about with support from teachers who provide guidance when needed. This form of instruction allows for meaningful exploration through inquiry based activities which can be tailored according the individual needs or interests within each classroom setting. Furthermore these projects often require creative problem solving skills which helps build critical thinking abilities amongst participants while also providing a platform for authentic self-expression through various forms such media production or programming tasks depending on what content is being explored at any given time (Yuliansyah & Ayu, 2021).

Digital project based learning provides an innovative way for instructors facilitate meaningful lessons that engage learners on multiple levels while also encouraging creativity, collaboration, and communication between all stakeholders involved. It can be used effectively across many grade levels regardless if one has access sophisticated technologies like 3D printers or simply relies upon basic web tools available online making this form flexible enough accommodate almost any budget size (Pratumchat, 2020).

The effectiveness of Seesaw Class Application in improving students' speaking skill

Pretest and post test were given to the students to see the effectiveness of Seesaw class application in improving students' speaking skills. The test was in the form of speaking test which focused on students' fluency, pronunciation, vocabulary, grammar and comprehension. The test results then analyzed quantitatively through parametric test paired t-test. The following is the result of paired t-test.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	74.72	43	3.528	.538
	Posttest	76.40	43	4.030	.615

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	43	.969	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-1.674	1.063	.162	-2.002	-1.347	-10.331	42	.000

Figure 3. The effectiveness of Seesaw Class Application in Improving Students' Speaking Skill

On paired sample test output, it can be seen that the summary of descriptive statistic result from pre-test and post-test. The mean was -1.674 with standard deviation was 1.063. The standard error mean showed .162. Paired samples test showed that the Sig. (2-tailed) was 0.000 < 0.05 which means that the use of Seesaw class application effectively improved students' speaking skills. This result confirmed previous research which also focused in this topic (Nur & Riadi, 2019; Le, 2022; Zulfa et al., 2022).

One of the biggest advantages of using Seesaw is its ability to provide personalized learning experiences for each student based on their individual needs or interests. By allowing teachers access into each student's portfolio they can easily track progress over time which helps them adjust instruction accordingly if necessary; this makes it easier for educators to differentiate instruction within a single classroom setting while still providing quality education across all grade levels at once without having multiple classrooms running different curriculums simultaneously. Additionally, parents are able view what's happening in the classroom through real-time updates so they know how well their child is performing academically even when not physically present.

Although there are numerous benefits associated with using Seesaw , there are also potential challenges related mainly around implementation issues such as technical difficulty or lack of user familiarity which could lead users feeling overwhelmed by new technology being introduced into classrooms; furthermore, due privacy concerns regarding any online applications schools may opt out from participating altogether. Additionally, since most school districts already have established systems set up prior introducing something like seesaws could prove difficult given limited resources available from administration budgeting wise. Lastly if not properly monitored by both administrators and faculty members alike then misuse may occur leading potentially negative consequences down road affecting overall success rate amongst those involved directly or indirectly partaking program itself regardless age group gender etcetera.

One major benefit of digital project-based learning is its ability to provide learners with real-world experience through engaging activities that require problem solving and critical thinking skills. By having access to online resources such as videos or tutorials, learners can gain insight into how certain tasks should be completed which helps build their knowledge base on the subject matter being taught at hand. Additionally, this method allows teachers more flexibility when it comes time for assessment since it provides multiple opportunities for evaluation throughout each student's individual journey through a given task or assignment instead of relying solely on traditional tests or exams at the end of class sessions.

On top of these advantages however, there are some potential drawbacks associated with incorporating too much technology into classroom instruction. For instance, if not monitored closely enough, students may become easily distracted by other applications available on their devices during lessons. Furthermore, some school districts may have insufficient funding allocated towards purchasing adequate equipment needed by each student participating in any given lesson plan requiring technological components. Finally, due to varying levels among different age groups within classrooms regarding familiarity toward using various technologies - from tablets all the way up even laptops - educators must find ways ensure equitable access across all participants regardless skill level before beginning any sort activity involving internet enabled gadgets so no one feels left behind during instruction periods focused around utilizing them effectively.

CONCLUSION

Implementing seesaws has proven beneficial helping bridge gap between traditional teaching methods modern day technological advances making possible accommodate wide range learners ranging ages backgrounds socio economic statuses giving everyone opportunity succeed no

matter where starting point might currently reside. Digital project based learning can offer many educational benefits if implemented properly; however there are certainly challenges associated with this form of instruction as well which must be accounted for by educators to ensure all students have equal access to the resources necessary to fully participate themselves in the learning experience provided to them.

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