



ENHANCING STUDENTS' PRESENTATION SKILL USING DIGITAL MEDIA AT SMAN 10 PALANGKA RAYA

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ABSTRACT

The purpose of this activity is to overcome the issue of tedious presentations by the students of SMAN 10 Palangka Raya. This issue occurs due to the lack of students' digital literacy, affecting their public speaking abilities. For this reason, the team provided the use of digital media mentoring to students for problem-solving. The digital media used in this activity were Prezi and Canva. The mentoring used explanation and learning-by-doing methods. The activity was held on May 2023. The students received the information well. It was proven by the questionnaires that were answered, 92.3% stated that this activity was useful to enhance the knowledge of the use of digital media in presentations. They stated that this activity could help make presentations more interesting and interactive.

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INTRODUCTION

Choosing the appropriate learning methods can affect the achievement of learning objectives. According to Robert Heinich and Michael Molenda in *Instructional Technology and Media for Learning*, methods are the procedures of instruction selected to help learners to achieve the objective or to internalize the content or message (Heinich et al., 1990). Learning methods is a typical pattern or way of utilizing various basic principles of education and includes various techniques and other related resources with the aim that the learning process occurs in students (Shinvani et al., 2022). From the definition above the learning methods can be defined as a way and procedure of the teacher or lecturer to convey material in stages to

achieve learning goals. There are various kinds of learning methods such as brainstorming method, problem-solving, demonstration, case study, presentation method, etc (HajAlizadeh & Khorasani Anari, 2016).

According to Ina Arisandi Noor (2021) the presentation method is a multiliteracy learning method that focuses on developing students' speaking skills in making presentations, especially educational presentations to achieve a learning goal. The learning objectives of this method are generally summarized by Abidin Y. (2015) are (1) Conveying information in order to develop audience insights (2) Convincing the audience (3) Touching the audience's emotions (4) Motivate the audience to do something

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(Abidin, 2015). The presentation method provides opportunities for students to be active in the learning process while the teacher is a facilitator. Besides that, the presentation method needs some aspects to create an interesting and interactive presentation. They are mindset, skill set, and tool set. The presentation method needs some tools to support this activity. The digital media is one of the tools that the speaker needs in this activity. Besides supporting the activity, media digital can stimulate the audio-visual audience to understand the material.

In SMAN 10 Palangka Raya, there are classes that have used this method but still have a tedious tendency. This monotonous presentation activity is caused by the lack of digital literacy of students it affects public speaking skills and performance during presentations. For this reason, we provided mentoring on the use of digital media to overcome these issues.

Digital media related to the learning process can be defined as multimedia-based learning media (Togas et al., 2021). In the high-tech era, digital media also has an important role in the learning process. Digital media by researchers is considered capable of creating a more interactive classroom atmosphere because it uses audio and visual interesting technology (Hikmah, 2019). From this media, students will see, remember, understand, and analyze the material so that students are not burdened by multiple instructions that are only carried out by the teacher or lecturer. This certainly affects the working power of the brain in memory management.

The mentoring explained how to use two different digital media. The first was Prezi. Prezi is software that functions for internet-based presentations (Shim & Lee, 2018; Strasser, 2014). In addition, this application is useful as a tool for exploring various ideas on a virtual canvas. Based on the advantages and features that Prezi has, we consider that this digital media is able to overcome the monotonous issue of presentation activities at SMAN 10 Palangka Raya.

We also use Canva as the digital media. Canva is a technology-based learning media. The teacher or lecturer can carry out various

activities with this media, one of which is presentation (Homsini Maolida & Salsabila, 2021; Rusdiana et al., 2021). In the Canva application, attractive templates are available for presentation display needs. According to Fauziyah (2016) in a article journal entitled *The Use of 'Canva for Education' and the Students' Perceptions of Its Effectiveness in the Writing Procedure Text* (Fauziyah et al., 2016). Based on the benefits and advantages provided by Canva, we believe that digital media can also help the class to overcome monotonous presentation activities.

METHOD OF EXECUTION

Mentoring Method

This mentoring used two different methods. The first method is the lecture or explanation method. According to Thomas Sutherland (1976), the lecture method is defined as a continuing oral presentation of information and ideas by the professor it is presumably a synthesis of his own reading, research, and experiences, interpreted in light of his own insights. The students are passive participants in this method. We used this method because the activity occurred in a large class and the students need a lecture as a primary step to convey the theory and material.

An explanation activity was carried out on the use of digital media Prezi and Canva as an initial step for ideas to solve the issue of the monotonous presentation activities at SMAN 10 Palangka Raya. This mentoring activity was attended by 68 students. In this activity, we conveyed the benefits and use of Prezi and Canva in presentation activities.

Evaluation Method

We used a descriptive qualitative method for evaluating the program. Based on Rustarmadi (2002), the qualitative method seeks to find description, and affirmation of concepts or symptoms and answer status-related questions subject at the moment. This research was held in mentoring activity. The mentoring activity was on May 2023 in SMAN 10 Palangka Raya. For the evaluation, we do the following step:

- 1 Distributing questionnaires via Google Form after mentoring

- 2 Make direct observations during outreach and mentoring activities
- 3 Hold documentation directly during the socialization and mentoring carried out.

RESULT AND DISCUSSION

The issue related to the monotonous of presentation at SMAN 10 Palangka Raya became the background for this mentoring activity. Students were not able to create attractive and

interactive class presentations. Students used PowerPoint with an inaccurate display. Students were not able to convey material well through the presentation learning method. Students should provide and explain information to the audience but they only read the material (Ingram et al., 2019). The problems mentioned above are caused by a lack of digital literacy which affects the appearance of student presentations and public speaking skills when using presentation methods in class.



Figure 1. The Explanation and Mentoring Activities in The Class

For this reason, we held socialization and mentoring in using digital media. The socialization activity was held on May 2023. This activity ran well and smoothly. In this

socialization activity, students gave a positive response (Figure 1). 68 students took part in this activity. The material on the use of Prezi and Canva was delivered in a lecture by the team (Figure 2).

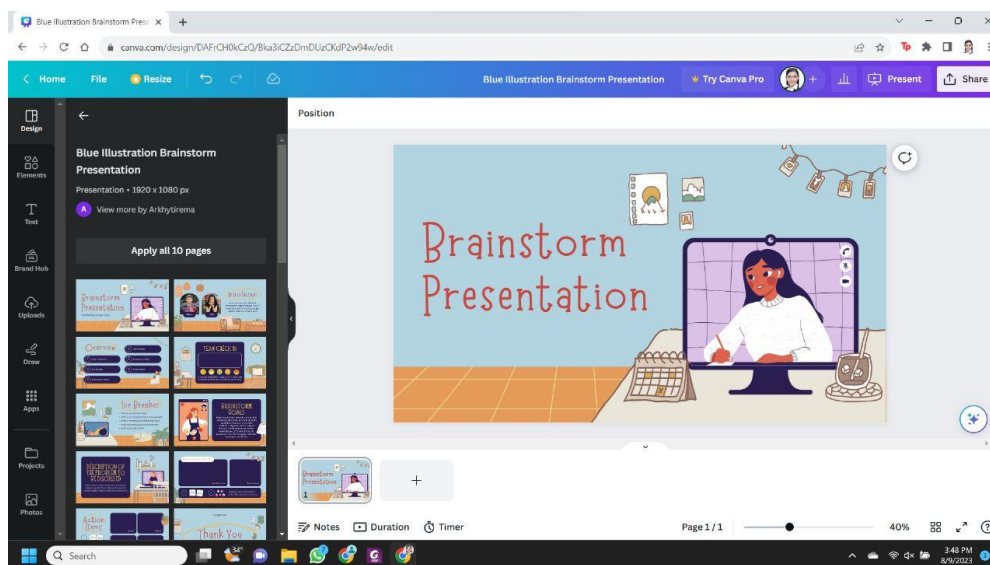


Figure 2. Brainstrom presentation with canva

After that, we held mentoring activities regarding the use of Prezi and Canva in presentation activities in the learning process. In this activity, we use the learning-by-doing method so that students can directly apply Prezi and Canva in presentations. The students respond

positively. It was proven that 92.3% of the student stated that this activity was useful in enhancing their knowledge of to use of Prezi and Canva. 84.6% of the answers stated that this activity helped students create interesting and interactive class presentations. The remaining 15.4% still

doubt for this activity could help create an interesting and interactive presentation. Most of them stated that this activity was useful and should be carried out periodically. There were also those who say that this activity must use an adequate internet connection. The activities motivate students to increase their activeness in

the learning process so that the learning objectives are achieved properly.

From this mentoring activity, we found that there were benefits and challenges of the activity as the **Table 1**.

Table 1. Benefit and challenges of the activity

Benefit	Challenge
1. The students can increase their knowledge by using Prezi and Canva	1. The use of digital media requires an adequate internet connection
2. The students are able to create an attractive presentation display so as to create an interactive learning process	2. The use of digital media requires an appropriate PC specification

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CONCLUSION

This mentoring activity on the use of Prezi and Canva in a presentation at SMAN 10 Palangka Raya, is beneficial for students to enhance their knowledge about using Prezi and Canva. The skill using Prezi and Canva supports students to carry out the presentation activities in the learning process interactively and innovatively so that this can be an idea to solve the issue of the monotonous presentation activities in the learning process that has been carried out so far. The use of digital media also requires an adequate internet connection too. For further activities, we recommend peer mentoring regarding the use of Prezi and Canva by senior students to junior students. So that the student can also share their knowledge and experience about using Prezi and Canva to create interactive and innovative presentation activities.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of

results. The authors read and approved the final manuscript.

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Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

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