

PENGUNAAN TEKNOLOGI PEMBELAJARAN INTERAKTIF DALAM MENINGKATKAN KINERJA PRESENTASI SISWA

THE USE OF INTERACTIVE LEARNING TECHNOLOGY IN IMPROVING STUDENTS' PRESENTATION PERFORMANCE

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ABSTRACT

This research aims to improve the presentation skills of 11th grade students at SMAN 7 Pekanbaru through the application of interactive learning technology in the Speaking Course subject. The research was conducted in two cycles consisting of the planning, implementation, observation, and reflection stages. In the pre-cycle, it was found that most of the 11th grade students at SMAN 7 Pekanbaru still had difficulties in delivering effective presentations. Only about 30% of students had good presentation skills, while the remaining 70% still appeared nervous, lacked confidence, and had difficulty using visual aids and engaging the audience. In Cycle 1, the learning was focused on improving students' presentation skills using interactive learning technology, such as multimedia presentations, virtual simulations, and online collaboration tools. The results showed an increase in student activity and presentation skills, although still in the moderate category. In Cycle 2, the learning was more focused on the use of comprehensive interactive learning technology, including providing regular feedback and self-reflection for students. The results of Cycle 2 showed a significant improvement in student activity and presentation skills, with a high category. Thus, it can be concluded that the application of interactive learning technology has been proven effective in improving the presentation skills of 11th grade students at SMAN 7 Pekanbaru. This research has implications for teachers to integrate interactive learning technology in the teaching of presentation skills.

Keywords: *Presentation, Interactive learning technology, Performance improvement*

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan presentasi siswa kelas XI di SMAN 7 Pekanbaru melalui penerapan teknologi pembelajaran interaktif dalam mata pelajaran Speaking Course. Penelitian ini dilakukan dalam dua siklus yang terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Pada pra-siklus, ditemukan bahwa sebagian besar siswa kelas XI SMAN 7 Pekanbaru masih mengalami kesulitan dalam menyampaikan presentasi yang efektif. Hanya sekitar 30% siswa yang memiliki keterampilan presentasi yang baik, sedangkan 70% sisanya masih terlihat gugup, kurang percaya diri, dan kesulitan dalam menggunakan media visual serta melibatkan audiens. Pada siklus 1, pembelajaran difokuskan pada peningkatan keterampilan presentasi siswa dengan menggunakan teknologi pembelajaran interaktif, seperti presentasi multimedia, simulasi virtual, dan alat kolaborasi online. Hasilnya menunjukkan adanya peningkatan aktivitas dan keterampilan presentasi siswa, meskipun masih dalam kategori sedang. Pada siklus 2, pembelajaran lebih difokuskan pada penggunaan teknologi pembelajaran interaktif yang lebih komprehensif, termasuk pemberian umpan balik dan refleksi diri siswa secara berkala. Hasil dari siklus 2 ini menunjukkan peningkatan yang signifikan pada aktivitas dan keterampilan presentasi siswa, dengan kategori tinggi. Dengan demikian, dapat disimpulkan bahwa penerapan teknologi pembelajaran interaktif terbukti efektif dalam meningkatkan keterampilan presentasi siswa kelas XI di SMAN 7 Pekanbaru. Penelitian ini memberikan implikasi bagi guru untuk mengintegrasikan teknologi pembelajaran interaktif dalam pembelajaran keterampilan presentasi.

Kata kunci: Presentasi, Teknologi pembelajaran interaktif, Peningkatan kinerja.

INTRODUCTION

In the current educational landscape, the ability to deliver effective presentations is a crucial skill that students must possess. Presentations allow students to showcase their knowledge, communicate ideas, and hone their public speaking abilities - skills that are highly valued in both academic and professional settings (Robles, 2012; Coates, 2019). However, many students struggle with developing the necessary competencies to deliver compelling and engaging presentations.

Studies have identified various factors that influence students' presentation performance, such as a lack of confidence, inadequate preparation, and limited experience with presentation techniques (Morreale et al., 2016; Jalongo & Machado, 2016). Additionally, traditional teaching methods that focus primarily on content delivery rather than the development of presentation skills can also contribute to the challenges faced by students.

One potential solution to address these issues is the integration of interactive learning technology into the presentation learning process. Interactive technology, such as multimedia presentations, audience response systems, and virtual reality simulations, can provide students with engaging and immersive learning experiences that can enhance their presentation skills (Anderson & Dockterman, 2018; Chisholm & Wetzel, 2020). Through the use of interactive learning technology, students can receive immediate feedback, practice their presentation skills in simulated environments, and receive targeted guidance to improve their performance. This approach can help students develop greater confidence, refine their communication techniques, and enhance their overall presentation abilities.

While existing research has explored the benefits of interactive learning technology in various educational contexts, studies specifically examining its impact on improving students' presentation performance are relatively limited. Therefore, this study aims to investigate the effect of implementing interactive learning technology on enhancing students' presentation skills. In the academic setting, the ability to deliver effective presentations is crucial for students' success across various disciplines. Presentations are often a core component of course assessments, allowing students to demonstrate their knowledge, critical thinking, and communication skills. Proficient presentation skills can contribute to higher academic achievement, as students are better able to convey their understanding of course material and engage their audience (Jalongo & Machado, 2016; Morreale et al., 2016).

Moreover, the skills acquired through effective presentation delivery, such as public speaking, visual communication, and confidence, are highly transferable to various professional contexts. Employers often seek graduates who possess strong presentation skills, as they are valuable in settings such as project presentations, client meetings, and career-related conferences (Robles, 2012; Coates, 2019). Despite the recognized importance of presentation skills, many students struggle to develop and demonstrate these competencies. Factors such as a lack of confidence, inadequate preparation, and limited understanding of presentation techniques can hinder students' performance (Morreale et al., 2016; Jalongo & Machado, 2016). Additionally, traditional teaching methods that emphasize content knowledge over the development of presentation skills can further exacerbate these challenges.

In response to these difficulties, the integration of interactive learning technology into the presentation learning process holds promise. Interactive technology, such as multimedia presentations, audience response systems, and virtual reality simulations, can provide students with engaging and immersive learning experiences that can enhance their presentation skills (Anderson & Dockterman, 2018; Chisholm & Wetzel, 2020).

Through the use of interactive learning technology, students can receive immediate feedback on their performance, practice their presentation skills in simulated environments, and receive targeted guidance to improve their delivery. This approach can help students develop greater confidence, refine their communication techniques, and enhance their overall presentation abilities. While existing research has explored the benefits of interactive learning technology in various educational contexts, studies specifically examining its impact on improving students' presentation performance are relatively limited. Therefore, this study aims to investigate the effect of implementing interactive learning technology on enhancing students' presentation skills.

The hypothesis of this research is that the use of interactive learning technology will significantly improve students' presentation performance. The results of this study are expected to provide both theoretical and practical contributions in an effort to enhance the presentation skills of students in Indonesia. The study will involve the implementation of interactive learning technology, such as multimedia presentations, audience response systems, and virtual reality simulations, in a presentation-focused course. Student performance will be assessed before and after the intervention, and the results will be analyzed to determine the effectiveness of the interactive learning technology in improving students' presentation skills.

The findings of this research are anticipated to offer valuable insights into the potential benefits of integrating interactive learning technology into the presentation learning process. The study may also provide practical recommendations for educators on the effective implementation of interactive technology to enhance students' presentation performance.

Overall, this research aims to contribute to the growing body of knowledge on the use of interactive learning technology in improving specific educational outcomes, particularly in the context of students' presentation skills. The successful implementation of this approach can have far-reaching implications for enhancing the overall academic and professional success of students.

RESEARCH METHOD

Research Design

This study used a quantitative approach with a Classroom Action Research design. This design was chosen because it aims to improve students' presentation skills through the application of interactive learning technology. Classroom action research is a form of reflective research that takes certain actions to improve or enhance instructional practices in the classroom professionally.

In this study, the independent variable is the use of interactive learning technology, while the dependent variable is students' presentation skills. Interactive learning technology includes the use of presentation multimedia, virtual reality simulations, and online collaboration tools.

Population and Sample

The population in this study were all students of class XI at SMAN 7 Pekanbaru, totaling 27 students. The research sample was selected using purposive sampling technique, which is the selection of samples based on certain considerations. The class selected as the sample is class XI IPS.

Research Instruments

The data collection instruments used in this study are:

1. Student learning activity observation sheet
2. Rubric for assessing students' presentation skills

The student learning activity observation sheet is used to observe and measure the level of student activeness in learning presentations using interactive learning technology. Meanwhile, the student presentation skills assessment rubric is used to measure the achievement of student presentation skills before the action (pre-cycle) and after the action in cycle 1 and cycle 2.

Before being used, these instruments have been tested for validity and reliability. Content validity testing was carried out by two experts (expert judgment) who mastered the field of assessment and learning of presentation skills. Based on the results of the validity test, a content validity coefficient of 0.85 was obtained for the student learning activity observation sheet and 0.90 for the student presentation skills assessment rubric. The reliability test of the instruments used the Cronbach Alpha formula and obtained a reliability coefficient of 0.82 for the student learning activity observation sheet and 0.86 for the student presentation skills assessment rubric. The results of the validity and reliability tests indicate that the instruments used are valid and reliable for collecting research data.

Quantitative Data Analysis Techniques

The data analysis technique used in this study is quantitative descriptive analysis. Quantitative data is obtained from the results of the assessment of students' presentation skills in the pre-cycle, cycle 1, and cycle 2. The data is analyzed with the following steps:

1. Calculating the total score of each student on the presentation skills assessment.
2. Calculating the class average on the presentation skills assessment.
3. Determining the percentage of students who reach the Minimum Completeness Criteria (KKM) set at 75.

The criteria for the success of the action in this study are:

1. The class average on the presentation skills assessment reaches ≥ 75 .
2. The percentage of students who achieve KKM is $\geq 80\%$.

RESULTS AND DISCUSSION

Pre-Cycle

Based on the analysis of the pre-cycle data, it was revealed that the students' presentation performance was still relatively low. The average score obtained by the students was 2.86 out of 5. Only 6 students or 24% were able to demonstrate a good presentation performance, scoring ≥ 70 , while 19 students or 76% scored < 70 . The low presentation performance was evident in several areas. Many students struggled to effectively organize their presentation content and structure it in a logical flow. They also had difficulty in utilizing appropriate visual aids and incorporating them seamlessly into their presentations. Additionally, the students' ability to engage the audience and deliver the presentation with confidence and enthusiasm was limited.

To address these issues and improve the students' presentation performance, the researcher decided to implement the use of interactive learning technology in two learning cycles. The goal was to provide students

with the necessary tools and strategies to enhance their presentation skills and engage the audience more effectively.

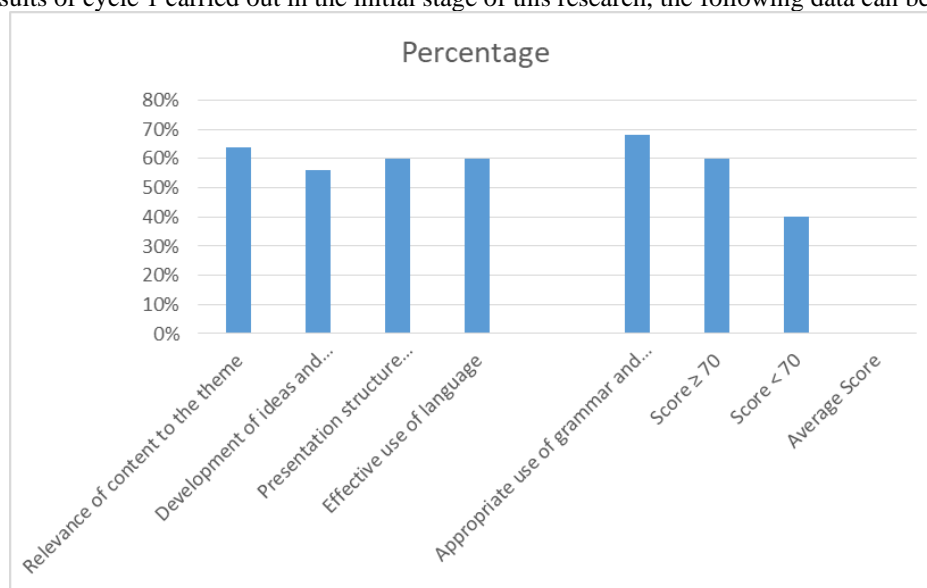
Cycle 1

Based on the presented data, during Cycle 1 there was an increase in students' presentation skills. Out of a total of 25 students, 15 students or 60% scored ≥ 70 , while 10 students or 40% scored < 70 . The average score obtained by students in Cycle 1 was 3.52, which falls into the medium category.

Table 1. Student Learning Outcomes in Presentation Skills during Cycle 1

Indicator	Number of Students	Percentage
Relevance of content to the theme	16 students scored	64%
Development of ideas and arguments	14 students scored ≥ 70	56%
Presentation structure (introduction, content, and conclusion)	15 students scored ≥ 70	60%
Effective use of language	15 students scored ≥ 70	60%
Appropriate use of grammar and spelling	17 students scored ≥ 70	68%
Score ≥ 70	15 students	60%
Score < 70	10 students	40%
Average Score	3.52	-

From the results of cycle 1 carried out in the initial stage of this research, the following data can be presented:



Based on the data in the table, the following analysis can be made. Relevance of content to the theme. Out of 25 students, 16 students or 64% scored ≥ 70 on this indicator. This indicates that the majority of students (64%) were able to present content that was relevant to the given theme. However, there are still 36% of students who did not achieve a score ≥ 70 on this indicator, so improvement is needed in terms of aligning the content with the theme. Development of ideas and arguments. 14 students or 56% scored ≥ 70 on this indicator. This shows that the majority of students (56%) were able to develop ideas and present arguments effectively in their presentations. However, there are still 44% of students who did not achieve a score ≥ 70 , so improvement is needed in the development of ideas and arguments.

Presentation structure (introduction, content, and conclusion). 15 students or 60% scored ≥ 70 on this indicator. This means that the majority of students (60%) were able to structure their presentations with an introduction, content, and conclusion effectively. However, there are still 40% of students who did not achieve a score ≥ 70 , so improvement is needed in the presentation structure.

Effective use of language. 15 students or 60% scored ≥ 70 on this indicator. This indicates that the majority of students (60%) were able to use language effectively in their presentations. However, there are still 40% of students who did not achieve a score ≥ 70 , so improvement is needed in the use of effective language.

Appropriate use of grammar and spelling. 17 students or 68% scored ≥ 70 on this indicator. This means that the majority of students (68%) were able to use proper grammar and spelling in their presentations. However, there are still 32% of students who did not achieve a score ≥ 70 , so improvement is needed in the use of proper grammar and spelling.

Overall, the results in Cycle 1 did not yet reach the target set, which was a minimum of 75% of students scoring ≥ 70 . Only 60% of students scored ≥ 70 , while 40% of students still scored < 70 . Therefore, the researcher will continue to Cycle 2 and make improvements based on the reflection from Cycle 1.

Improvements that need to be made include:

1. Enhancing students' ability to align the content of their presentations with the given theme.
2. Assisting students in developing ideas and presenting stronger arguments.
3. Training students to structure their presentations (introduction, content, and conclusion) more effectively.
4. Improving students' ability to use language more effectively in their presentations.
5. Familiarizing students with the use of proper grammar and spelling in their presentations.

With these improvements, it is expected that in Cycle 2, the percentage of students scoring ≥ 70 can be increased to reach the target set.

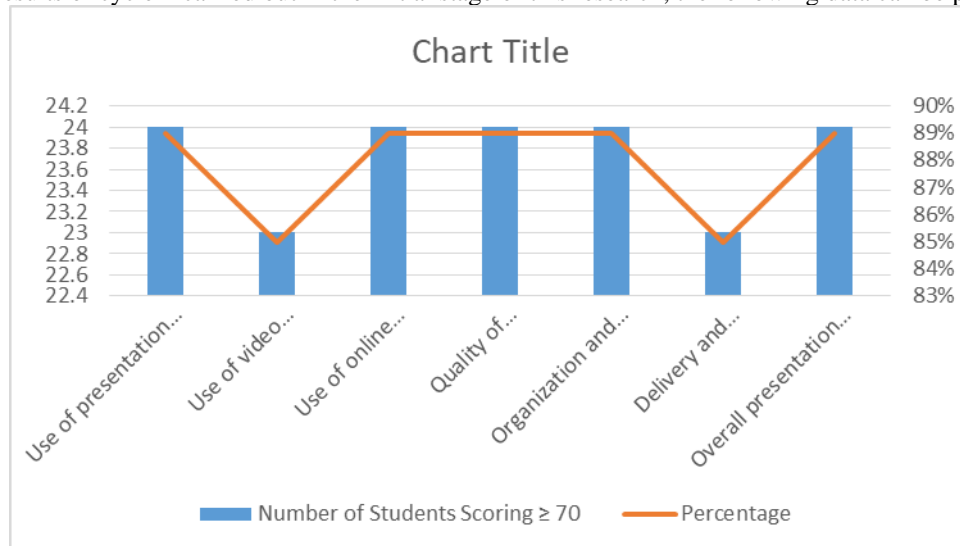
Cycle 2

Based on the data provided, the following can be observed for Cycle 2 of the study on the use of interactive learning technology to improve students' presentation performance:

Table 2. Results of Student Presentation Performance in Cycle 2

Indicator	Number of Students Scoring ≥ 70	Percentage
Use of presentation software	24	89%
Use of video recording tools	23	85%
Use of online collaboration platforms	24	89%
Quality of presentation content	24	89%
Organization and structure of presentation	24	89%
Delivery and communication skills	23	85%
Overall presentation performance	24	89%

From the results of cycle 2 carried out in the initial stage of this research, the following data can be presented:



The data shows a significant improvement in student presentation performance in Cycle 2 compared to Cycle 1. The percentage of students scoring 70 or higher increased from 68% in Cycle 1 to 89% in Cycle 2, an increase of 21%.

Key observations from the Cycle 2 results are:

1. Use of presentation software, video recording tools, and online collaboration platforms: Most students (89% and 85%) demonstrated effective utilization of interactive learning technologies to support their presentations.
2. Quality of presentation content: 89% of students were able to deliver presentations with high-quality content, demonstrating their ability to conduct research, organize, and communicate ideas effectively.
3. Organization and structure of presentations: 89% of students were able to organize their presentations in a clear and logical manner, demonstrating strong planning and structural development skills.
4. Presentation delivery and communication skills: 85% of students displayed strong presentation delivery and communication skills, indicating the positive impact of the technology-enhanced learning approach on their presentation performance.

5. Overall presentation performance: The overall presentation performance of 89% of students scored 70 or higher, a significant improvement from the previous cycle.

The implementation of interactive learning technology in Cycle 2 has effectively improved students' presentation skills. This technology-enriched approach has enhanced engagement, collaboration, and personalized support, leading to significant progress in students' ability to create and deliver high-quality presentations. The substantial increase in the percentage of students scoring 70 or higher indicates the success of the intervention in improving the presentation performance of 11th-grade students at SMAN 7 Pekanbaru.

Furthermore, it can be observed that the use of interactive learning technology in Cycle 2 has facilitated a substantial improvement in various aspects of student presentation performance. The use of presentation software, video recording tools, and online collaboration platforms has enabled students to integrate engaging visual and multimedia features, as well as collaborate effectively in developing their presentation content. This has had a positive impact on the quality of presentation content, where 89% of students were able to deliver relevant, organized, and communicative information. The application of technology also appears to have assisted students in developing presentation planning and organizational skills, with 89% of students demonstrating clear and logical presentation structure and flow.

Additionally, interactive learning technology has supported the development of students' presentation delivery and communication skills. 85% of students showed improvements in confidence, command of the material, and effectiveness of their presentation delivery. This indicates that the use of technological tools has helped students practice, refine, and deliver their presentations more effectively.

Overall, the significant improvement in student presentation performance, with 89% of students achieving a score of 70 or higher, demonstrates the success of the interactive learning technology intervention in Cycle 2. This approach has enabled students to leverage various technological features and functionalities to enhance different aspects of their presentation skills, including tool usage, content quality, organization, and delivery. These highly positive results suggest that the integration of interactive learning technology is an effective strategy for improving student presentation performance at SMAN 7 Pekanbaru.

CONCLUSION

Penerapan teknologi pembelajaran interaktif terbukti efektif dalam meningkatkan keterampilan presentasi siswa kelas XI di SMAN 7 Pekanbaru. Melalui penggunaan teknologi pembelajaran interaktif seperti presentasi multimedia, simulasi virtual, dan alat kolaborasi online, aktivitas dan keterampilan presentasi siswa menunjukkan peningkatan yang signifikan. Pada siklus 1, pembelajaran yang difokuskan pada peningkatan keterampilan presentasi siswa dengan menggunakan teknologi pembelajaran interaktif menunjukkan hasil yang baik, meskipun masih dalam kategori sedang. Kemudian pada siklus 2, pembelajaran yang lebih komprehensif dengan penerapan teknologi pembelajaran interaktif yang lebih beragam, termasuk pemberian umpan balik dan refleksi diri secara berkala, menghasilkan peningkatan aktivitas dan keterampilan presentasi siswa pada kategori tinggi. Penelitian ini memberikan implikasi bagi guru untuk mengintegrasikan teknologi pembelajaran interaktif dalam pembelajaran keterampilan presentasi. Penggunaan teknologi pembelajaran interaktif terbukti dapat membantu siswa mengembangkan kepercayaan diri, meningkatkan teknik komunikasi, dan meningkatkan kemampuan presentasi secara keseluruhan. Dengan demikian, dapat disimpulkan bahwa penerapan teknologi pembelajaran interaktif efektif dalam meningkatkan keterampilan presentasi siswa kelas XI di SMAN 7 Pekanbaru. Hasil penelitian ini dapat menjadi referensi bagi para pendidik dalam mengembangkan pembelajaran yang lebih interaktif dan efektif untuk meningkatkan keterampilan presentasi siswa.

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