

**Interpersonal Skills and Powerpoint Training to Improve
Presentation Skills Among the First-Year
Student at Islamic University**

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ABSTRACT: *Presentation is an essential ability for every college student, including a student at Islamic University, because many agendas require this ability both in class and organization. This study aims to determine the effectiveness of interpersonal skills training and PowerPoint training to improve the presentation skills of first-year students. This study used an experimental design that is one group pretest-posttest design. The subjects of this study were 24 first-year students (6 male; 18 female). The students were divided into seven groups consisting of 3 to 4 students. The training was carried out in 4 sessions, namely listening skills, public speaking, use of power points, and practice of preparing presentations. Pre-test and post-test data were taken before and after training by assessing the presentation skills of each group. Pre-test and post-test data show an increase in the average from 65.43 to 86.29. Further analysis using paired sample t-tests showed a significance value of 0.00 (<0.05), so it can be concluded that there were differences in students' abilities in presentation between before and after training. These results will be more representative of the research used a broader population, so it is recommended to further researchers to reach a broader community to achieve more representative results.*

Presentasi merupakan kemampuan penting yang harus dimiliki setiap mahasiswa termasuk mahasiswa di kampus Islam, karena banyak agenda yang menuntut

akemampuan ini baik dikelas maupun organisasi. Penelitian ini bertujuan untuk mengetahui efektifitas pelatihan *interpersonal skills* dan pelatihan penggunaan *power point* untuk meningkatkan keterampilan presentasi mahasiswa baru. Penelitian ini menggunakan desain penelitian eksperimen yaitu *one group pretest-posttest design*. Subjek penelitian ini merupakan mahasiswa tahun pertama yang berjumlah 24 orang (6 laki-laki; 18 perempuan). Mahasiswa tersebut kemudian dibagi menjadi 7 kelompok yang terdiri dari 3 hingga 4 orang. Pelatihan dilakukan dalam 4 sesi yaitu tentang keterampilan menyimak, keterampilan *public speaking*, penggunaan *power point*, dan praktik menyiapkan presentasi. Data pre-test dan post-test diambil sebelum dan sesudah pelaksanaan pelatihan dengan meniai kemampuan presentasi masing-masing kelompok berdasarkan kemampuan *public speaking* dan penggunaan *power point*. Data pre-test dan post-test menunjukkan adanya peningkatan nilai rata-rata dari 65.43 menjadi 86.29. Analisis lebih lanjut menggunakan *paired sample t-test* menunjukkan nilai signifikansi sebesar 0.00 (<0.05), sehingga dapat disimpulkan bahwa ada perbedaan kemampuan mahasiswa dalam presentasi antara sebelum dan sesudah pelatihan. Hasil ini akan lebih representatif jika penelitian dilakukan kepada populasi yang lebih luas, sehingga disarankan kepada peneliti selanjutnya untuk menjangkau populasi yang lebih luas untuk mencapai hasil yang lebih representatif.

Keywords: *Interpersonal skills, Islamic University, Presentation Skills, Student of College, Training.*

INTRODUCTION

One of the essential skills for students of the college is presentation skills because they need to make a presentation in almost all subjects (Riani & Rozali, 2014). Performance is a competency that could be practised by the student (Schneider, van Rosmalen, Specht: 2016), but unfortunately, there are no specific subjects to practice presentation skills (Dalmeri, 2018). The presentation is one of communication skill that requires students to be able to communicate

in public to convey the ideas they have, and it is hoped that students will be not only active as listeners but also be able to express their thoughts in front of the class or the public (Riani & Rozali, 2014). The presentation has to be as attractive as possible because the audience should understand the message. When it is not impressive, then the message might not be followed because the audience will do something else (Hayes, 1991), such as talking and chatting via the gadget. Meanwhile, according to Tedy J Sitepu (2013), the author of the book "Presentation with Impact," there are several conditions for an excellent presentation.

The first characteristic of a good performance is impressive. An impressive performance is a presentation that can attract and hypnotize the attention of the audience. The focus of the audience depends on some conditions such as the design of PowerPoint, content, of data and delivery methods. The audience will difficult to understand if in the design of PowerPoint is too many words, and the size of the font is too small. Also, too much letter indicates a lack of focus on the material. The ornaments and colours that are used on the slide should also not be too much because the power of the presentation is on the points .

The second characteristic is dominant. The excellent performance must be able to provide positive energy for the audience. The superb display should deliver a positive vibe, such as new information and knowledge (Ikhwan, Ju'subaidi, Rohmad, & Muawanah, 2019). The audience will remember a compelling presentation. Moreover, it could change the audience both during the performance and after the introduction.

The third characteristic is actual. All of the data, knowledge, events and examples provided must be practical and by the latest developments and circumstances. If the event or data takes too long, the audience will think that the incident is no longer suitable, so it becomes unattractive.

The fourth characteristic is contextual. The presentation must remain in the context of the material. It is not suggested to make a good PowerPoint and make presentations as attractive as possible, but the context becomes irrelevant to the background. And the last characteristic is trustworthy. All events, scientific data, lessons, tables, whatever is in the presentation are real and evidence-based. The source of the data also should be scientific. Commonly, students who get their turn to make presents come with confusion, anxiety and without proper preparation. It becomes a common situation among student, and it has become a habit (Riani & Rozali, 2014).

According to the observation, some bad habits of student presentations that are often found in class, including, students read papers during performances. Reading the article shows that students cannot convey material accurately. It will not catch the attention of the audience, and it will even make the audience does not interest to listen. Also, students often read presentation slides. Although they make PowerPoint slides, students still read the slides they make. They fill their slides with a full paragraph of writing, which they then read to the audience. This reduces the function of making PowerPoint.

Another habit is not to use body language correctly. In public speaking or presentations there are many things outside the words (verbal expression) that can make communication run elegantly and pleasantly that is smiling, open posture, leaning over, touching, eye contact and nodding. But unfortunately, these things are often not understood by students, so they look stiff and unpleasant when making presentations. They seemed not to know that what they said was very flat and did not inspire other students to listen, so it was difficult to absorb the material presented.

The explanation above shows that presentation skills are skills that can be learned. So that the success of students in presentations not only lies in action taken but how the presenter prepares each presentation session. Furthermore, the authors analyzed student skills in presentations using the Fishbone technique. Phillips and Simmonds (2013) state that Fishbone analysis can be used to determine the cause and effect of a problem. With Fishbone analysis, it will be able to know what are the reasons which in this case are the causes of the selected core issue. Here is a fishbone diagram and description:

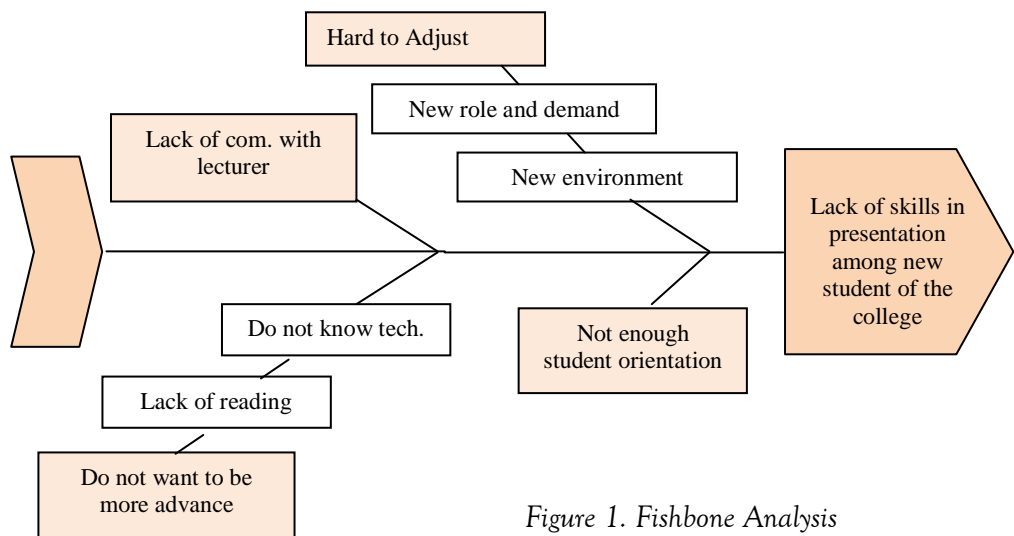


Figure 1. Fishbone Analysis

The diagram shows that many factors cause the problem of a lack of student skills in the presentation. First is the change in the new learning environment, from high school to college. The difference between them is more demands to be students who demand more independent learning, not like middle school students. And also social needs which may be able to suppress students as an early adult.

The debriefing by universities that lacked skills and the introduction of new students made them less skilled. If universities provide individual briefings, then this problem can be overcome. In addition to specialised training, students can develop their skills through consultation and coordination with lecturers who support courses (Sulton, 2016). However, most students do not do it, or lecturers pay less attention to this aspect.

The lack of desire to progress in new students also contributes significantly. The habit of the student to wait for the ball by waiting for the lecturer instruction and not trying to find their innovation. This can be compounded by laziness in reading and technology stuttering or unwilling to keep up with technological developments.

Besides that problem, Islam teaches the Ummah how to interact with other in any occasion, such as with friends, parents, brothers, and in education between student and student also between student and teacher in class including on presentation. One of the essential things to have excellent presentation skills is knowing how to interact with others or called interpersonal skills (Muhayat, 2019). Surah Luqman verse 18 and 19, show us how to behave with another human that can help us communicate with others:

“And do not turn your cheek [in contempt] toward people and do not walk through the earth exultantly. Indeed, Allah does not like everyone self-deluded and boastful. And be moderate in your pace and lower your voice; indeed, the most disagreeable of sounds is the voice of donkeys.” (Luqman: 18-19).

From the problems above, the researcher wants to provide a solution to the issue of improving the presentation skills of new students through an interpersonal skills workshop for new university students. The purpose of the interpersonal skills workshop is a training activity aimed at improving students' skills in interacting with others, especially when making presentations (Ikhwan, 2013). To achieve these objectives, this training includes three focus, first is PowerPoint making training as the principal capital of performance, second is training in listening skills both verbal and non-verbal, and the last is the skill of delivering information or presentation. Thus the

purpose of this study is to find out the effectiveness of interpersonal skills workshops to improve the presentation skills of new students (Nasrullah, 2018).

METHODS

This study used an experimental research design that is one group pretest-posttest design (Shadish, Cook & Campbell, 2002). The design of this study used a group of subjects that were given a pre-test to find out the initial ability, then given treatment, in this case, was an interpersonal skills workshop, and then the ability to measure again through the post-test.

The subjects of this study were 24 first-year students at Islamic State Institute of Ponorogo (6 male and 18 female). The students were then divided into seven groups consisting of 3 to 4 people. The training was conducted in 4 sessions, namely listening skills to verbal and non-verbal messages, public speaking or delivering presentations, the use of power points, and the practice of preparing presentations. The training is provided using power points and is described in the training module (Umar Sidiq, 2018).

Pre-test and post-test data were taken before and after the implementation of the practice by assessing the presentation skills of each group based on their public speaking abilities and the use of power points. The strength of public speaking is evaluated based on 11 criteria, namely: skills to open presentations, fluency in delivery, effective use of verbal language, use of body language and eye contact, wrinkles in delivering, intonation and vocal articulation, able to maintain the attention of the audience, the ability to respond to questions, the ability answering questions, closing presentation skills, and appearance.

Whereas skill in using power points was assessed based on ten criteria, namely: selection and design arrangement, use and colour selection, the accuracy of font size selection, the accuracy of font type selection, the accuracy of animation use, efficiency of use of graphics and tables, accuracy of use of images and videos, appropriateness with the order of discussion, the accuracy of arranging the points of debate and achievement.

FINDINGS

The pre-test and post-test data were carried out with two different measurements. The first measurement is the interpersonal skills form, and the second is the PowerPoint assessment form. The first measuring instrument has 11 item items with the value of each

item 1 to 5, while the second measuring instrument has 10 item items with the amount of each item 1 to 5. Thus the total value for the two participating devices is 105 points. Assessments are given to each group, not individuals. This was done because the presentation ability assessment referred to in this study was a group presentation.

Data from the two measuring devices shows an increase in the average value from 65.43 (SD 2.99) to 86.29 (SD 4.9). Further statistical analysis using paired sample t-tests showed a significance value of 0.00 (<0.05), so it can be concluded that there were differences in students' abilities in presentation between before and after training.

A partial analysis of the two data also showed similar results. The results of presentation skills showed an average value of 35.71 (SD 0.95) in the pre-test, and it became 45.00 (SD 1.53) in the post-test. The data showed an increase, and it is also strengthened by statistical analysis using paired sample t-tests which showed a significance value of 0.00 (<0.05), meaning that there was a difference between initial ability and after training. The results of the ability to arrange power points show an average value of 29.71 (SD 2.93) in the pre-test, and become 41.29 (SD 4.27) in the post-test. The data showed an increase, and it is reinforced by statistical analysis using paired sample t-tests which show a significance value of 0.00 (<0.05), meaning that there was a difference between initial ability and after training.

DISCUSSION

This research showed that class presentations among students were a skill that can be learned (Brenda, Erin & Claire, 2019). It proves by the results of the average value and statistical tests of this research. This result is in line with research by Schneider van Rosmalen and Specht (2016) that describe the method to improve presentation skills. However, presentations of new students seem to be less optimal, and it can be caused by several things such as lack of knowledge about how to make good power points and also does not understand about interpersonal skills, especially public speaking. And in the end, presentation skills will be useful not only in the classroom but for other interpersonal relationships, including for consultants, trainers, teachers, and salespeople (Jolles, 2017).

Not only interpersonal skills and PowerPoint development but a good presentation also requires some understanding of everything that interferes with the presentation. Shannon and Weaver stated that there were at least two disturbances that caused messages in the communication not optimal. The first disturbance is a physical

condition that includes noise, the position of the speaker is too far so that the sound is not clear; the mic is not running well and other. In contrast, the second is psychological that includes the psychological state of the audience, such as sad, depressed and others (Hill, Watson, Riversand, & Joyce, 2007). In the observations made, it was found that physical disturbances experienced by students in the class include the temperature of the classroom and noise outside the classrooms. The ambient temperature of the room makes it difficult for students to concentrate on the presentation material delivered as well as the noise that breaks the concentration of students. Another research by Di Gangi, Goh, and Lewis found that positive or negative classroom environment can presentation skill development among student (Di Gangi, Goh, & Lewis, 2017)

To avoid these disturbances, especially physical disorders, the presentation should use some tools. Aids that are often used are technological assistance, one of which is PowerPoint. Abu-Ayyash and Hill's research (2019) showed something similar to the results of this study, namely the use of power points could help students in making presentations, because it is caused by several reasons, such as helping to arrange the flow of material presented, attract the attention of the audience and make students more confidence. It was further found that PowerPoint preparation skills could be learned and applied easily to students.

Batrinca, Stratou, Shapiro, Morency and Scherer (2013) showed that the presence of the audience puts psychological pressure on the presenter, thus influencing the presenter in the delivery of information, such as touching gesture, eye contact and fluency in the language. So there is a need for habituation for presenters to face the presence of the audience. In this research, it seems that the improvement of public speaking ability in students in front of their peers, even though the existing skills still need to be improved. This is because adjusting in front of the audience requires time and flight time so that anxiety in front of the public can be reduced.

Another psychological disruption in communication is caused by anxiety (Riani & Rozali, 2014). Also, humans tend to be freer to talk or make social interactions with the same gender (Canuto, Wittert, Harfield & Alex Brown, 2018). In student presentations, it would appear that men will tend to be nervous when presentations in front of women and women will be more nervous when making a presentation in front of men. In classes in certain programs it is shown that one gender dominates over other genders, such as in Indonesia, female students will dominate the education study program. In

contrast, the technical study program will be more dominated by men. Thus, proper training is needed.

This training aims to minimize these disturbances by making power points. Public speaking that targeted the improvement of public speaking criteria include opening presentation skills, fluency in delivery, effective use of verbal language, use of body language and eye contact, wrinkles in delivering, intonation and vocal articulation, able to maintain the audience's attention, the ability to respond to questions, the ability to answer questions, the ability to close presentations, and appearance. While the skills to make powerpoints include: design selection and design, use and colour selection, the accuracy of font size selection, the accuracy of font type selection, the accuracy of animation use, accuracy or use of graphics and tables, the accuracy of use of images and videos, appropriateness with the order of discussion, accuracy of compiling discussion and achievement points (PPT covers all material to be conveyed). This has been based on several expert opinions in the field of interpersonal skills, especially in the field of public communication (Batrinca, Stratou, Shapiro, Morency & Scherer, 2013; Abu-Ayyash & Hill, 2019; Sitepu, 2013).

Public communication skills continue to develop from year to year, even these skills have been learned from the Greek era. Griffin (2012) revealed several things that need to be considered in conducting mass communication or presentations, namely: 1) Invention, namely preparation related to the material or argument to be conveyed. In this case do not convey something that is not mastered, 2) Arrangement, which is compiling existing material in an arrangement that is easily accepted by the audience so that it can give a big impact, 3) Style, using the right language during the presentation. The presenter can adjust the language used by the background or needs of the audience so that it is easy to understand, 4) Delivery, namely coordination of voice and gestures to be able to emphasize the message delivered and not even disturbing, and 5) Memory, namely mastery and rehearsal of content. Try not to read during the presentation, so the presenter seems to master the material. And for now, the memory can be assisted with the use of power points to remember the points that will be delivered.

On the other hand, internet development leads people into the online method including in the training of presentation. The result of the study that focuses on the design of an online peer support application to improve presentation skills among young unemployed users shows that online training can be used by the student (Leinonen, Haapaniemi, Mattila, Firouzian & Pulli, 2018).

CONCLUSION

The results of the evaluation and calculation of research data indicate that interpersonal skills training programs can improve the presentation skills of new students at an Islamic university. Presentation skills are the combination of two abilities, namely the ability to prepare presentations using power points and the ability to deliver presentations using public speaking. This is possible because the skill of arranging power points is a technical skill that is easy to learn, whereas presentation skills, although it requires practice, are skills that are quickly learned with specific techniques. The results of this study will be more representative if the research is carried out to a broader population, so it is recommended to further researchers to reach a broader community to achieve more representative results and advised to follow up.

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