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Development of media presentation through application to 4.0 based learning optimization

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ABSTRACT

Sekolah Indonesia Bangkok (SIB) faces challenges in utilizing online presentation platforms such as Canva, Prezi, and Slidebean. Both students and teachers have limited understanding of advanced features, leading to low-quality presentations and limited creativity in delivering lesson materials. Additionally, no formal training has been provided to maximize the use of these tools in the school environment. Students also get learning materials or guidebooks accompanied by learning stationery, as well as practical materials in the form of online platform web links that are ready to be processed. The guidebook given to the students is not limited to the training, but can be used outside of the training session. The learning method used in these learning activities is project-based learning where students will get an understanding of the benefits of creativity in presentation media and material on the use of online platforms 4.0, then continued with practical sessions where students are directed to implement the material received with online platforms provided through website links. The benefits of this community service activity are determined by considering the cognitive and psychomotor aspects demonstrated by the students. Based on the results of pre-test and post-test conducted on 35 participants, there was an average increase of 45% in students understanding of the use of the Canva, Prezi, and Slidebean platforms. Before the training, only 30% of students understood the basic features of these platforms, while after the training, this number increased to 75%.
Keyword: Learning Creativity, Middle School Junior, Presentation Media, Senior High School

ABSTRAK

Sekolah Indonesia Bangkok (SIB) menghadapi tantangan dalam memanfaatkan *platform* presentasi *online* seperti *Canva*, *Prezi*, dan *Slidebean*. Baik siswa maupun guru memiliki pemahaman terbatas tentang fitur lanjutan, yang sehingga kualitas presentasi rendah dan kreativitas dalam penyampaian materi terbatas. Selain itu, belum ada pelatihan formal untuk memaksimalkan penggunaan alat ini di lingkungan sekolah. Siswa dibekali buku panduan, alat tulis serta tautan akses ke *platform online* yang dapat digunakan selama dan setelah sesi pelatihan. Metode yang digunakan adalah *Project-Based Learning* (PBL), di mana siswa akan mendapatkan pemahaman tentang manfaat kreativitas dalam media presentasi serta materi tentang penggunaan *platform online* 4.0. Pembelajaran ini kemudian dilanjutkan dengan sesi praktik di mana siswa diarahkan untuk mengimplementasikan materi yang telah diterima menggunakan *platform online* melalui tautan yang disediakan. Manfaat dari kegiatan pengabdian masyarakat ini diukur dengan mempertimbangkan aspek kognitif dan psikomotorik yang ditunjukkan oleh siswa. Berdasarkan hasil *pre-test* dan *post-test* yang dilakukan pada 35 peserta, terjadi peningkatan rata-rata sebesar 45% dalam pemahaman siswa terkait penggunaan *platform Canva*, *Prezi*, dan *Slidebean*. Sebelum pelatihan, hanya 30% siswa yang memahami fitur dasar dari *platform* tersebut, sedangkan setelah pelatihan, angka ini meningkat menjadi 75%.
Keyword: Kreativitas Pembelajaran, Media Presentasi, Sekolah Menengah Atas, Sekolah Menengah Pertama

1. Introduction

Education is said to be a process of forming the most needed basic abilities, such as intellectual mindsets and emotional or emotional patterns that direct a person to behave like a human being in general [1]. Along with the times, the educational process does not only rely on the abilities already possessed, but there needs to be a role of creativity and direct involvement. The pattern of thought [2] develops in the concept of participatory education and progressive education. Participatory education is education that runs by emphasizing the participation or direct involvement of students. This means not only receiving knowledge and implementing it, but also encouraging students to provide opinions, ideas to new creativity in understanding education better. Meanwhile, education with a progressive pattern is an educational pattern that emphasizes on one's mind and intelligence. This means that students deserve a more meaningful education in conditions where they learn by doing it directly to improve the quality of students' intelligence or also known as learning by doing.

Education is evolving along with the industrial revolution and the digital revolution. The presence of the internet and technology provides a significant transition in education. The change from education 3.0 to education 4.0 takes place very quickly, where access to extensive learning that was originally only available in universities changes to conditions that can be overcome with access to technology, social media and the internet. Every community is connected to information available in various locations so that it is unlimited and able to gain knowledge that is not even learned in the school environment. People, in this case students, are able to define and shape the flow of learning to the flow of education that will be achieved according to personal wishes. A unique characteristic of the emergence of the industrial revolution to stage 4.0 is the application of artificial intelligence [3, 4].

Sekolah Indonesia Bangkok (SIB) is one of the many Indonesian Schools Abroad located in Bangkok, Thailand. This school aims to provide education to Indonesian citizens residing in Thailand, covering levels from kindergarten, elementary, junior high, to high school. The school's education system follows the Merdeka Curriculum, which emphasizes flexibility and freedom in the learning process.

Based on an initial survey conducted before the activity, 60% of students had never used Prezi and Slidebean, while only 40% had limited experience with Canva. This highlights an urgent need for digital literacy training in utilizing these modern presentation tools. The purpose of this learning media is able to be an intermediary for ease of understanding lessons such as presentations more effectively and efficiently [5]. However, not many parties are able to balance the maximum creativity provided by the available learning media capabilities such as the low ability to use the Canva, Prezzi and Slidebean platforms. Thus, there is a need for literacy and participation in the form of direct training for students and facilitators (in this case teachers or lecturers) in understanding the application of features provided by presentation media in learning [6].

The expected training and participation aims to develop the skills and knowledge of junior and senior high school students in Sekolah Indonesia Bangkok (SIB) in understanding creativity in learning through Canva, Prezzi and Slidebean.

2. Methods

The methodology of this community service program followed five key stages: training, provision of tools and technology, technology implementation, mentoring and evaluation, and program sustainability. In the training phase, preparation began with a needs survey and literature review to identify the participants' requirements and knowledge gaps. Custom guidebooks were created to serve as comprehensive learning resources for students, as illustrated in Figure 1. The training sessions adopted a Project-Based Learning (PBL) approach, emphasizing practical problem-solving and active participation. [7] said that PBL is known as a learning that begins with a problem faced by students, then students are expected to be able to integrate new knowledge so that students can determine the direction of learning to be used [8]. Students were introduced to the features and functions of Canva, Prezi, and Slidebean, both basic and advanced, to help them effectively utilize these platforms for creating engaging presentations. Additionally, interactive discussions encouraged students to express ideas, ask questions, and explore the tools further, fostering a deeper understanding of the material.

Figure 1. Modules as learning or training manuals.

The provision stage ensured participants received stationery kits, guidebooks, and access links to the online platforms for seamless hands-on practice. In the technology implementation stage, students were tasked with creating presentation projects using the platforms, focusing on developing their cognitive and psychomotor skills through guided activities. Facilitators provided real-time feedback and mentoring, addressing any technical or creative challenges faced by the students. This process was further supported by interactive discussions between facilitators and students, as shown in Figure 2, Figure 6 and Figure 7, enhancing engagement and clarity in applying the tools. The program's outcomes were evaluated through pre-test and post-test assessments, revealing a 45% improvement in students' understanding of the platforms. Finally, in the sustainability stage, students were encouraged to independently continue exploring and utilizing the platforms in academic and extracurricular activities, supported by the resources provided during the training. This structured methodology ensured a long-term impact on students' digital literacy and creative presentation skills.

3. Results and Discussion

This community service activities are presented based on the five key stages: training, provision of tools and technology, technology implementation, mentoring and evaluation, and program sustainability. In the training stage, the activity began with the distribution of training modules and stationery to junior and senior high school students at Sekolah Indonesia Bangkok (SIB), as shown in Figure 1.

Figure 2. Submission of material about the tools owned by each Platform

These resources served as essential tools to guide participants through the training sessions, which combined theoretical knowledge and practical demonstrations using Canva, Prezi, and Slidebean. Through a Project-Based Learning (PBL) approach, students were encouraged to actively engage with the platforms, identify challenges, and develop creative solutions. In the provision of tools and technology stage, students received stationery kits, guidebooks, and direct access links to the platforms, ensuring they could independently continue their learning after the training sessions. These resources supported both classroom activities and individual exploration.

During the technology implementation stage (Figure 2), students participated in hands-on training for each platform. In the Canva session (Figure 3), students learned to utilize both basic and advanced features, including adding elements, customizing designs, and incorporating multimedia components into their presentations. This session focused on building foundational skills for creating visually appealing slides.

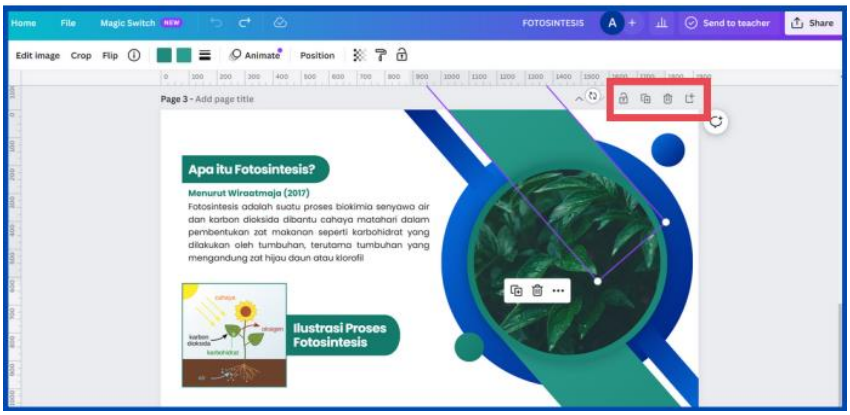

Figure 3. Learning with an Online Platform in the form of Canva.

In the Prezi session (Figure 4), students were introduced to dynamic presentation flows and rendering tools, which allowed for smooth transitions and interactive storytelling elements. Despite initial unfamiliarity, students gradually adapted to the platform's unique structure and navigation system.

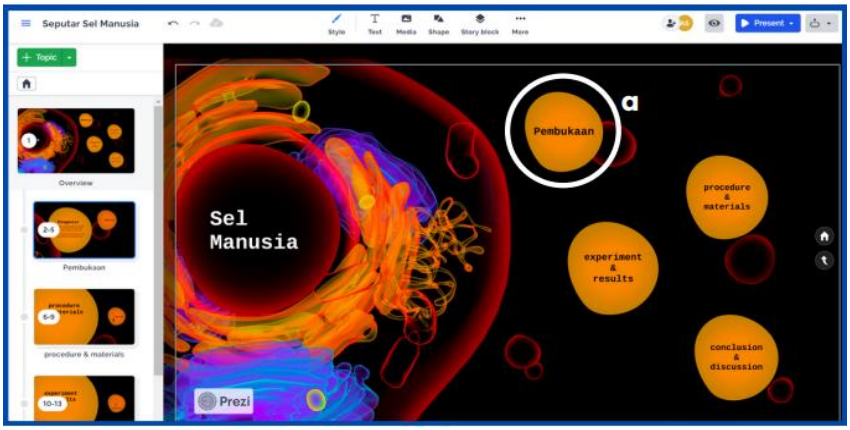

Figure 4. Learning with Prezi Online Platform.

The Slidebean session (Figure 5) explored the platform's auto-design feature, enabling students to efficiently generate professional-quality presentations with minimal manual adjustments. Each session emphasized interactive practice, where facilitators provided real-time guidance and feedback tailored to the students' needs.

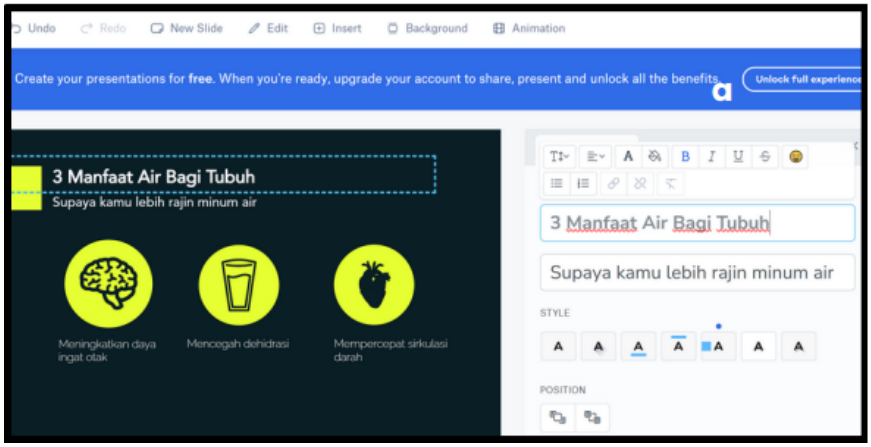

Figure 5. Learning with an Online Platform in the form of Slidebean.

The mentoring and evaluation stage involved continuous facilitator support through interactive discussions (Figure 6 and Figure 7). These discussions provided students with opportunities to ask questions, clarify uncertainties, and refine their projects based on direct feedback. The evaluation process included pre-test and post-test assessments, which revealed a 45% improvement in students' understanding and proficiency. Before training, only 30% of students demonstrated basic knowledge of these platforms, while after the training, this figure increased to 75%. Improvements in the cognitive aspect were evident in students' ability to analyze and evaluate presentation results, while enhancements in the psychomotor aspect were reflected in their proficiency in navigating the platforms and applying learned skills effectively.

Figure 6. Interactive discussions that occur between students and presenters/facilitators.

In the program sustainability stage, students were encouraged to continue using Canva, Prezi, and Slidebean in their academic and extracurricular activities. The guidebooks and resource links provided during the program served as long-term reference materials, ensuring students could revisit training content independently. Additionally, it was recommended that these platforms be integrated into regular school activities to maintain the sustainability of the program's impact. Overall, this activity achieved its objectives, resulting in significant improvements in students' cognitive and psychomotor abilities, increased digital literacy, and enhanced presentation creativity. Through structured implementation and continuous mentoring, the training successfully empowered students to utilize digital tools effectively in their learning journey.

Figure 7. Interactive discussions that took place between students and presenters.

The cognitive aspect is the reasoning ability of students after obtaining learning, then being able to analyze the use of each feature owned, and being able to evaluate the results that have been applied to the presentation for improvement in the future. In the Psychomotor aspect, students are able to adapt to the system or the use of the latest platform so as to produce qualified abilities in a matter where the thing in question is the use of the platform and can apply it to daily activities [9].

4. Conclusions

The training 'Development of Media Presentation Through Application to 4.0 Based Learning Optimization' is conducted by using learning methods such as Project Based Learning in encouraging Indonesian Bangkok School students to understand the learning problems received by using online platforms such as Canva, Prezzi and Slidebean in increasing interest, and creativity in understanding daily learning. Overall, the training successfully enhanced students' skills in using digital presentation platforms. Evaluation results showed a 45% improvement in students' understanding, with 75% of participants now able to effectively utilize Canva, Prezi, and Slidebean for creating more engaging and interactive presentations. This activity is conducted as part of a community service initiative aimed at empowering students with practical skills for utilizing digital presentation tools. The focus is on skill development and application, rather than data collection for research purposes.

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