

ANALYSIS OF PRESENTATION ABILITY OF PGMI IAIN LANGSA STUDENTS IN THE RESEARCH METHODOLOGY COURSE

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Abstract

Presentation skills are one of the important skills for PGMI students at IAIN Langsa, especially in the Research Methodology course. This study aims to analyze the presentation skills of students of the PGMI study program at the State Islamic Institute of Langsa in the Research Methodology course. This study uses a descriptive qualitative approach with a sample of 50 students in the 4th semester of the PGMI study program at IAIN Langsa. Data collected through observation, interviews, questionnaires to determine the factors that influence the presentation skills of PGMI students IAIN Langsa, as well as documentation of assessments from lecturers of research methodology courses. The results showed that in general, the presentation skills of PGMI IAIN Langsa students are in the low category and must be improved again. Factors causing presentation skills such as self-confidence, mastery of material, and communication skills as well as anxiety and fear of negative judgment are things that have a significant effect on low presentation skills. The conclusion of this study is the need to improve student presentation skills that can be done with efforts such as public speaking training to increase self-confidence, seeking opportunities to speak in any activity, preparing themselves and materials for presentations and improving material delivery skills with the use of visual aids media can improve their presentation skills and be ready to face academic and professional challenges in the future.

Keywords: Presentation Skills, PGMI IAIN Langsa Students, Research Methodology

Abstrak

Kemampuan presentasi merupakan salah satu keterampilan penting bagi mahasiswa PGMI IAIN Langsa, khususnya dalam mata kuliah Metodologi Penelitian. Penelitian ini bertujuan untuk menganalisis kemampuan presentasi mahasiswa Program studi PGMI Institut Agama Islam Negeri Langsa dalam mata kuliah Metodologi Penelitian. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan sampel yang terdiri dari 50 orang mahasiswa semester 4 program studi PGMI IAIN Langsa. Data yang dikumpulkan melalui observasi, wawancara, angket untuk mengetahui faktor-faktor yang mempengaruhi kemampuan presentasi mahasiswa PGMI IAIN Langsa, serta dokumentasi penilaian dari dosen mata kuliah metodologi penelitian. Hasil penelitian menunjukkan bahwa secara umum, kemampuan presentasi mahasiswa PGMI IAIN Langsa berada pada kategori rendah dan harus ditingkatkan lagi. Faktor-faktor penyebab kemampuan presentasi seperti kepercayaan diri, penguasaan materi, dan kemampuan berkomunikasi serta kecemasan dan rasa takut akan penilaian negatif merupakan hal yang berpengaruh signifikan terhadap rendahnya kemampuan presentase. Kesimpulan dari penelitian ini perlunya peningkatan keterampilan presentasi mahasiswa yang dapat dilakukan dengan upaya seperti pelatihan public speaking untuk meningkatkan kepercayaan diri, Mencari kesempatan untuk berbicara dalam kegiatan apapun, Mempersiapkan diri dan materi untuk presentasi dan meningkatkan keterampilan penyampaian materi dengan penggunaan media alat bantu visual dapat meningkatkan kemampuan presentasi mereka dan siap menghadapi tantangan akademik dan profesional di masa depan.

Kata Kunci: Kemampuan Presentasi, Kepercayaan diri, Mahasiswa PGMI IAIN

Langsa, Metodologi Penelitian

INTRODUCTION

Presentation skills are essential for students in various field, including academic and professional pursuits. As a form of oral communication, these skills play a crucial role in preparing students for a highly competitive environment. Effective presentations require students to speak confidently and communicate effectively with their peers in front of a class. Presentation skills as a form of oral communication have an important role in preparing students with high competitiveness. Presentation skills are skills that require students to be able to speak and communicate with their colleagues in front of the class. Presentation is the activity or process of conveying information, ideas, or messages to the audience orally, visually, or a combination of both. The primary goal is to deliver content in a clear, engaging, and easily understandable manner (Wahyudi, 2020). Presentations are usually used by students to present material, information and so on. This presentation ability is very useful, especially for students of the PGMI study program at IAIN Langsa.

At IAIN Langsa, the PGMI study program aims to produce prospective teachers who are competent in various aspects of education, including presentation skills. Given the

importance of the teacher's role in conveying knowledge to students, good presentation skills must be one of the main competencies developed (Rahmawati, 2020). PGMI students at IAIN Langsa are expected to have various important skills that support their effectiveness in teaching, one of which is communication skills (Al-Farabi, 2021). Presentation is one of the tasks of course lecturers who are able to improve the communication skills of PGMI students.

In order to investigate the presentation skills of these students, a study was conducted on 50 PGMI IAIN Langsa semester 4 students to analyze their performance in the research methodology course. One of the courses in the PGMI IAIN Langsa study program that requires having good and skilled presentation skills is the research methodology course. This course is one of the means for PGMI IAIN Langsa students to develop communication skills by presenting paper assignments that they have made in front of the class. The assessment of the presentation ability of PGMI students in this course includes several aspects, namely articulation, intonation, reading texts, skills in conveying material and mastery of material.

Based on the results of the observations made, not all students were able to meet the assessment aspects in the course. There are a number of challenges faced by students in developing effective presentation skills. Factors such as lack of self-confidence, lack of understanding of material concepts, anxiety and fear of negative judgment and lack of skills in delivering material are obstacles in fulfilling the assessment aspects in the methodology course. Several studies show that confidence and public speaking skills are key factors that affect the quality of student presentations (Pratama, 2018). Students who have high confidence tend to be more able to control anxiety, focus, and calm when presenting, so that they can convey information more effectively (Wicaksono, 2018). Factors such as previous experience in public speaking, support from lecturers and peers, and special training also play an important role in improving students' presentation skills (Santoso, 2021).

Existing studies on similar topics provide useful context for this analysis. A study on the use of role-playing techniques to increase speaking motivation for students of Islamic Religious Institutes in Indonesia shows the value of interactive teaching methods (Gusmuliana et al., 2021). Students as a educators play a crucial role in creating a fun and enjoyable learning environment. Good classroom management is important in achieving educational objectives. Lesson planning and student management are key aspects to focus on (Meliana & Satriyawan, 2023). Although the studies focused on different academic contexts, they showed that a combination of targeted exercises, interactive teaching techniques can be beneficial for developing presentation skills.

This research aims to identify areas that need improvement and provide insights on how to support students in developing strong presentation skills. This study will examine the

technical aspects of presentation, such as articulation, intonation, use of body language, ability to respond to the audience and skills in delivering material, as well as factors that affect these abilities. The collection of data on student performance and perception is carried out through observation, questionnaires, interviews and documentation. In a study conducted by Blegur et al (2023), participants lacked familiarity with oral presentations and identified areas for improvement in presenter performance, such as using body language and responding to audience questions. The study emphasizes the importance of universities promoting a learning culture that strengthens students' presentation skills for both academic and professional purposes.

Therefore, the findings show areas where students excel as well as opportunities to improve their presentation skills in research methodology courses. The results of this research can be an input for future curriculum and instructional design to further support PGMI students in mastering critical presentation skills. Thus, it is hoped that this research can provide deeper insights into students' presentation abilities and suggest effective efforts for the development of these skills.

METHODS

This study uses a descriptive research method with a qualitative approach to analyze the presentation ability of PGMI IAIN Langsa students in the Research Methodology course. The descriptive method was chosen to provide a comprehensive overview of students' presentation skills, as well as the factors that affect them. The purpose of descriptive research is to provide a systematic, factual, and accurate picture related to facts or characteristics of a particular population or region (Sugiyono. 2019). The population in this study is all students of the PGMI IAIN Langsa study program who took research methodology courses in semester 4 of the 2023/2024 academic year.

The sampling technique is using the purposive sampling technique, the number of samples used is 50 students of units 1 and 3 of PGMI IAIN Langsa, which are selected based on the number of students who have given presentations on the course. Data collection was carried out with several techniques used in the form of direct observation, the researcher made direct observations during the student presentation. and conducting interviews with the aim of gaining in-depth information about students' perceptions, experiences, and opinions regarding their presentation skills. Furthermore, to find out their views on what factors affect their presentation skills, the technique used is to give a questionnaire to students, to find out what factors they see can affect their presentation skills. This questionnaire consists of 10 questions and is given at the end, this type of questionnaire is open where respondents are given

questions whose answers are not limited by predetermined choices, so that they are free to express their opinions and experiences. Finalize documentation techniques by collecting data through the results of the presentation ability assessment from lecturers of the Research Methodology course which includes aspects such as articulation, intonation, reading texts, material delivery skills, and material mastery by identifying patterns and findings from documents that support the results of observations, interviews, and questionnaires. Last. Open is a documentation technique by collecting data through the results of presentation assessments conducted by course lecturers. The calculations used in the analysis of the presentation ability of PGMI IAIN Langsa students are as follows:

$$Persentase = \frac{\text{Number of students in category}}{\text{number of students}} \times 100 \%$$

The following is a table of categories and assessments of presentation skills of PGMI IAIN Langsa students:

Table 1. Assessment Category of Presentation Ability of PGMI IAIN Langsa Students

Category	Weight	Percentage
Very Low	1	0%-25%
Low	2	26%-50%
Tall	3	51%-75%
Very High	4	76%-100%

RESULTS AND DISCUSSION

Based on the results of the research, the assessment of the presentation ability of PGMI IAIN Langsa students in the research methodology course includes several main components, namely articulation, intonation, reading texts, skills in conveying material and mastery of the material. The following is a table that shows the assessment of the presentation ability of PGMI IAIN Langsa students in the research methodology course:

Table 2. Assessment of Presentation Ability of PGMI IAIN Langsa Students

Assessment Aspects	Criterion	Number of Students	Percentage
Articulation	Very High	4	8%
	Tall	8	16%
	Low	14	26%
	Very Low	24	48%

Intonasi	Very High	5	10%
	Tall	6	12%
	Low	18	36%
	Very Low	21	42%
Mastery of the Material	Very High	4	8%
	Tall	5	10%
	Low	21	42%
	Very Low	20	40%
Reading Text	Very High	4	8%
	Tall	6	12%
	Low	10	20%
	Very Low	30	60%
Material Presentation Skills	Very High	5	10%
	Tall	6	12%
	Low	19	38%
	Very Low	20	40%
Total		50 People	100%

Table 2 shows that the dominant assessment aspect gets a low and very low category. In the articulation aspect as many as 24 people get a low category with a percentage of 48%, intonation as many as 21 people get a very low category with a percentage of 42%, material mastery as many as 21 people get a low category with a percentage of 42%, the aspect of reading texts gets a very low category with a total of 30 people with a percentage of 60% and the skill of conveying material gets a category very low in 20 students with a percentage of 40%. From these results, it can be concluded that the presentation ability of PGMI IAIN Langsa students in the aspect of reading texts gets the lowest score, most PGMI students read texts when making presentations in front of the class, and the student articulation aspect gets the highest score among other aspects, on average PGMI students are able to pronounce words clearly and well so that in the articulation assessment PGMI students get the highest score.

To find out the average percentage of all aspects of the assessment of the presentation ability of PGMI IAIN Langsa students in the research methodology course, a calculation was carried out by summing students in the very high and low categories with very low and then divided by the weight of the category and divided by 100% so that the results were obtained as shown in the table below:

Table 3. Average Score from the Aspect of Assessing the Presentation Ability of
PGMI IAIN Langsa Students

Assessment Aspects	\bar{X}	Category
Articulation	38%	Low
Intonasi	39%	Low
Mastery of the Material	41%	Low
Reading Text	40%	Low
Material Presentation Skills	39%	Low
Total	39,4%	Low

Table 3 can show that the average percentage of presentation ability of PGMI IAIN Langsa students in various aspects can be categorized as low, the majority of PGMI IAIN Langsa students read texts when making presentations, this is influenced by the aspect of mastery of the material, the lack of mastery of the material during the presentation causes many PGMI IAIN Langsa students to read the text in front of the class, so this can affect the students' skills in delivering the material. Due to the incompetence of students in delivering material, it causes the articulation and intonation aspects to be unstable and get low scores. From this, it can be seen that the mastery of the material has a great influence on all aspects of presentation assessment. This is in accordance with the statement Malichatin (2019) The process of delivering presentation material is inseparable from the student's ability to communicate and mastery of the material he conveys All of these aspects greatly affect the assessment in the research methodology course, but not all PGMI students are able to get high scores from every aspect.

Based on the results of the assessment above, it turns out that there are several causal factors that hinder the presentation ability of PGMI IAIN Langsa students, one of which is self-confidence. Self-confidence is an individual's confidence in his or her ability and competence to deal with various situations. Self-confidence or self-efficacy plays an important role in how a person thinks, behaves, and feels. Individuals with high levels of confidence tend to be more courageous in taking risks and facing challenges, while those who lack confidence may experience anxiety and self-doubt. This self-doubt arises because there is anxiety in students about their assessment of themselves that is not in accordance with what they think, so that it can affect their communication skills during presentations. This is in accordance with the results of the study Kartikasari et al (2021) which states that the higher a person's confidence, the higher the level of communication and anxiety. Conversely, people with relatively low self-confidence will also have low communication anxiety. Confidence is

very important in improving the quality of presentations, which can be seen from how the presenter controls anxiety and delivers material calmly and confidently (Pratama, (2018). Several other factors that affect the presentation ability of PGMI IAIN Langsa students are the lack of understanding of material concepts and communication skills. To be clearer, here are the factors that affect the ability of the percentage of PGMI IAIN Langsa students:

1. Self-Confidence

Self-confidence is a person's confidence in themselves and how they act and interact with others. Confident people tend to be more courageous in taking on challenges and taking risks, while people who lack confidence may avoid situations that require skill or courage (Schunk & DiBenedetto 2020). Self-confidence is one of the most important aspects of personality. Everyone needs confidence to succeed in life (Okta et al., 2024)

2. Understanding the concept of material

Concept comprehension is an ability that shows that students are able to explain the material they learn using their own language, without being guided by books, either partially or in whole. Students are considered to understand concepts if they are able to explain the material in their own language (Alighiri et al., 2018)

3. Communication Skills

Communication skills are a person's ability to convey information, thoughts, and feelings effectively through a variety of media, including written, oral, and non-verbal. This ability includes the ability to listen, understand the content of the message, provide feedback, and adjust how to communicate with the situation and the listener. Communication also requires skills, therefore communication skills are also an important part of presentations. Communication skills are a person's ability to communicate well and generate reactions or feedback (Tampubolon et al., 2023). The ability to communicate well is essential in various aspects of life, such as in personal relationships, school, and work (McCornack, 2020)

4. Anxiety and fear of negative judgment

Anxiety and fear of negative judgment occur when a person feels that others see him or her in a different way than he thinks (Misnani, 2016). Excessive fear makes a person avoid interacting with people. This is due to the feeling of fear of shame and negative judgments that arise for various reasons. (Personal, 2019).

The above factors are factors that greatly affect the presentation ability of PGMI IAIN Langsa students, this is based on the results of a questionnaire distributed to 50 students for more details, the table below is an average table of percentages on factors that affect the presentation ability of PGMI IAIN Langsa students.

Table 4. Factors That Affect Presentation Skills

Indicator	Criteria/ Number of students	
	Low	Tall
Confidence	40	10
Understanding Material Concepts	30	20
Communication Skills	30	20
Anxiety and Fear of Negative Judgment	35	15
Total	50	

Table 4 shows that the factor that most affects the presentation ability of PGMI IAIN Langsa students is self-confidence, as many as 40 students feel unconfident when making a presentation and as many as 35 students also make anxiety about negative judgment become a very influential factor in presentation ability, these two indicators have a relationship, namely low confidence tends to experience higher anxiety, especially in situations like presentations. This anxiety can stem from feelings of incompetence or lack of confidence in one's own abilities as well as a fear of judgments that do not conform to our thoughts from others (Leary, 2019). However, the above factors occur in PGMI IAIN Langsa students also due to several causes such as lack of support from the closest people such as family and friends so that students lack confidence, there is no time to practice before the presentation, this often happens because students are burdened by other academic assignments so they do not have enough time to prepare for the presentation. Some other causes that affect the above factors are:

1. Anxiety of speaking

Anxiety is one of the causes of not daring to speak in front of many people, afraid of mistakes in speech, this situation is often experienced when going to appear in front of a crowd. It is possible that students feel nervous because they are afraid of getting criticism or rejection from lecturers or classmates (Ramadani et al., 2023). In addition, college students may experience anxiety due to a lack of experience or practice in public speaking (Hadi et al., 2020). This could happen, because of his negative experiences in the past that made him afraid that the incident would happen again. (Hasanah & Saugi, 2021)

2. Difficulty in understanding new vocabulary

New vocabulary that students hear or are unfamiliar with their daily lives makes it difficult for them to analyze it so that the presentation is not satisfactory. The

reason is due to the lack of reading activities from students towards readings that they think are foreign. (Astuti, 2019)

3. Communication skills limitations

This limitation of communication skills is caused by many things such as gestures, clothes, and tone when speaking, this can also be an obstacle to presentation skills.(Kurniawati, 2017)

4. Unpleasant previous experience

Experience is one of the causes of students' lack of confidence during presentations, because bad memories that have occurred will make someone remember them in the same situation. The cause of this can be from friends who like to mock, bully and be exiled. (Ramadani et al., 2023)

The impact of the occurrence of the above factors that occur When students do not want to make presentations to the maximum, namely, the decline in GPA and social studies scores, students who are not confident when making presentations in research methodology courses, will have an impact on their academic grades, even not being confident during the presentation will have an impact on the assessment of the attitude given by the lecturer who enters the classroom. So the need for support from the people around you to eliminate insecurity, including support from:

- a. Support from family, family is the only best place to encourage in doing anything, therefore support from family is very influential in eliminating insecurity.
- b. Support from peers, peers is one of the social supports that is obtained after family support, the existence of peers in life is something to be grateful for in life. Forms of social support such as supporting someone when doing good things, and providing comfort both physically and mentally.(Halim, 2019)

Based on the above results, it can be concluded that overall the presentation ability of PGMI IAIN Langsa students received low scores, so to improve the presentation ability of PGMI IAIN Langsa students, it is necessary to make efforts such as:

1. Conducting special public speaking training, a training program designed to increase confidence through presentation simulations, public speaking exercises, and relaxation techniques to reduce anxiety. This training covers many things, such as creating clear and structured messages, using body language correctly, and carrying messages confidently and engagingly. auditor (Panjaitan et al., 2024). Public speaking training that will help them use their knowledge of public speaking (Pratiwi et al., 2023). According to Erarslan and Sidekli (2021), communication

skills training, including presentations, has a significant impact on students' ability to convey information effectively.

2. Prepare yourself and materials carefully to overcome obstacles when making presentations (Padilah et al., 2022). Good preparation includes an in-depth understanding of the topic to be presented, structured material, and repeated presentation exercises
3. Improve the skill of conveying material by learning it from various social media (Brown, 2020). This can be helped by the use of visual aids in presentations that can clarify and support the material presented.
4. Actively participating in the organization, a student who participates in organizational activities will be able to increase knowledge insight and also be able to apply the knowledge that has been obtained by participating in organizational activities. Because, the organization is a place to develop skills, where in these activities we are trained to speak in front of the community, taught to solve problems.(Chalidaziah et al., 2021)

The above efforts are expected to improve the presentation skills of PGMI IAIN Langsa students. Based on the results of the research, it can be concluded that the presentation skills of PGMI IAIN Langsa students vary, with some students showing good technical skills, while others still need improvement. The study also showed that there was variation in the response to the audience, which suggests that there is still room for improvement. As a prospective teacher, the skill of delivering material well is essential, as it reflects the ability to interact effectively with students in the classroom. Therefore, it is recommended that the PGMI curriculum include more opportunities for students to practice presentations and interact with the audience.

CONCLUSION

From the results of the study, it can be concluded that the main components of the presentation ability assessment are articulation, intonation, mastery of the material and skills in conveying it. This ability is very important in academic and professional contexts because it can affect the audience's perception of the presenter and the message conveyed. Based on the results of the research, there are 4 factors that affect the ability of PGMI IAIN Langsa students, namely confidence, understanding of material concepts, communication skills and anxiety and fear of negative judgments from others. The study's finding also highlight the importance of providing students with opportunities to practice their presentation skills in a supportive and encouraging environment. This can be achieved through activities such as

group presentations, mock conferences, and peer feedback sessions. This implements the need for efforts to improve the presentation skills of PGMI IAIN Langsa students. With public speaking training to increase confidence, look for opportunities to speak in any activity, prepare yourself and the material for presentation and show the skills of delivering material with the use of visual aids.

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