



Optimizing Student Presentation Skills through Bluebooks

Wifda Muna Fatihia¹, Muhammad Abduh Amrie², Putri Faidah Khasanah³

^{1,2}Universitas Islam Negeri Antasari Banjarmasin, Indonesia

³Universitas Al Azhar, Kairo, Egypt

Email: wifdamunafatihia@uin-antasari.ac.id¹; m.abduh@uin-antasari.ac.id², putrifaidah17@gmail.com³

Abstract

Studies on student communication skills have been reviewed by many previous researchers from various scientific aspects. However, those that lead to the analysis of student presentation skills have not been studied and specifically, accompanied by media assistance such as Bluebooks. Furthermore, this research will describe efforts to optimize students' presentation skills through Bluebooks. This research is based on issue identification, issue analysis, and design of actualisation activities with the help of actuality, validity, problematics, and feasibility (APKL) analysis methods, urgency, seriousness, growth (USG) and fishbone diagram methods. The results of this study concluded that student presentation skills can be optimized with the help of Bluebooks, starting from the availability of modules, guides, videos of presentation materials, presentation tools and skills workshops, and intensive guidance on improving presentation skills for students periodically. Through this research, the implication is that the readiness of bluebooks-based media supports the readiness and presentation skills of students. Thus, learning is more conducive and discussion activities are more constructive-transformative in the classroom.

Keywords: Bluebooks, Presentation Skills, Students, Presentation Media.

PRELIMINARY

According to Law No. 20 of 2023 concerning State Civil Apparatus, State Civil Apparatus, hereinafter abbreviated as ASN, is a profession for civil servants and government employees with work agreements who work in government agencies. Civil Servants, hereinafter abbreviated as PNS, are Indonesian citizens who meet certain requirements, appointed as permanent ASN Employees by personnel development officials to occupy government positions (Puspita, 2022; Saleeha, et.al., 2024; Suyono, 2022; Sunatar, 2023). It is stated in it that "ASN Employees act as planners, implementers, and supervisors of the implementation of general government tasks and national development through the implementation of professional public policies and services, free from political intervention, and free from corruption, collusion, and nepotism." These ASN core values were then summarized and launched by President Joko Widodo as the core values of ASN Berakhlak, namely Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. Also supported by ASN employer branding "Proud to Serve the Nation". This is a uniform basis for all ASN both at the center and in the regions. Then also based on the issuance of Circular Letter Number 20 of 2021 by the Ministry of Empowerment of State Apparatus and Bureaucratic Reform concerning the Implementation of core values and employer branding of State Civil Apparatus (Carolina, et.al., 2024; Dewi, 2023). The hope of standardizing ASN core values is to form a good work culture and realize a strategy to strengthen work culture through the transformation of ASN management towards a world-class government (Pribadi & Fardila, 2023; Malik & Wahid, 2023; Mahaputra, 2022).

In order to realize professional civil servants in accordance with their field of duty, a Basic CPNS Training is held. Basic CPNS Training as an integrated training for CPNS aims to internalize and implement the core values of ASN BerAKHLAK in supporting ASN employer branding "Proud to Serve the Nation" (Dwiyanto, et.al., 2023; Idris, et.al., 2019). Through this training, it is hoped that it can produce professional Civil Servants with character based on the core values of ASN in carrying out their duties and positions as implementers of public policy, public servants, and unifiers and unifiers of the

nation. In order to achieve this goal, a CPNS is required to undergo an education and training process during his trial period (pre-service period) (Siahaan, et.al., 2022; Suciani, 2024). Basic CPNS Training is education and training during the Pre-Service Period which is carried out in an integrated manner to build moral integrity, honesty, spirit and motivation of nationalism and nationality, superior and responsible personality character, and strengthen professionalism and field competence. In the structure of the CPNS basic training curriculum, there is a PNS character building curriculum consisting of 4 agendas. The four agendas are the agenda of national defense attitudes and behavior; the agenda of PNS basic values; the agenda of the position and role of PNS to support the realization of Smart Government in accordance with the provisions of laws and regulations; and the habituation agenda (Lumbanraja & Lumbanraja, 2024; Maksin, et.al., 2022).

Based on Article 6 of LAN Regulation Number 10 of 2021, the competencies developed in CPNS Basic Training are competencies to build the character of professional civil servants according to their field of duty. The competencies as intended are measured based on the ability: (a) demonstrate the attitude of state defence behaviour; (b) actualise the basic values of civil servants in carrying out their job duties; (c) actualise the position and role of civil servants to support the realisation of smart governance in accordance with statutory provisions; (d) demonstrate mastery of the Technical Competencies required in accordance with the field of duty (Syaputra, et.al., 2023; Wahyuningsih, 2023).

The fourth agenda of habituation in the form of actualisation is held at the CPNS' home institution. A CPNS with the position of lecturer is tasked with implementing the 'Tridharma' activities of higher education as his competence in actualising the basic values of civil servants in carrying out the duties of his position. As stated in Chapter I Article 1 paragraph (2) of the Minister of Administrative Reform and Bureaucratic Reform Regulation Number 17 of 2013 concerning the Functional Position of Lecturer and its Credit Score, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. During the author's four months on duty, the author observed that there were several problems that occurred (John & Tater, 2022; Rachmawati, et.al., 2024). Some of the issues that the author found included the lack of optimal student presentation skills; the lack of optimal faculty and study programme websites in providing information related to academics, student affairs, and alumni; the lack of optimal use of LMS (Learning Management System) services by students and lecturers; the lack of optimal consultation services for student academic supervisors; and the lack of student ability in writing scientific papers (Samad, 2022).

The author moderated thesis proposal seminars and took minutes of the final trial of students from the Faculty of Da'wah and Communication Sciences for several times. Similarly, when students present their assignments in front of the class. The author observes that there are still some gaps in student presentations related to presentation techniques. This can be seen from the structure of student presentations which are still in the form of long paragraphs, students who seem to 'read' their presentation material, and lack of interaction with the audience. So that the audience is less able to capture what is conveyed by students as presenters. Improving communication skills, both oral and written, is a goal that should not be ignored (Muhidin, 2018; Setiawan, 2024).

The rapid development of technology has an impact on various aspects. Especially the provision of information for an organisation, or agency that requires a fast, precise and accurate data processing system (Widagdo et al., 2018). However, the author observes that the study programme and faculty websites have not been updated to provide information needed by students in academic matters. Information that has not been updated, for example, information related to study programmes, study programme credits, course planning, and other academic activities such as proposal seminars and final 'munaqosyah' trials. As a result, the academic community is less informed about the service and academic procedures of study programmes and faculties.

The other issue is related to the non-optimal utilisation of UIN Antasari Banjarmasin's Learning Management System (LMS). LMS needs to be developed to support online learning (Pratama et al., 2021). However, the existence of an LMS platform in the author's work unit is not optimal, which is characterised by the unavailability of courses and learning materials for each existing course. One of the activities carried out before the start of academic activities is the input of KRS (Study Plan Card) in accordance with the student's field of interest and ability. However, the author observes that in FDIK

there are still student errors in inputting KRS. One of the causes is the lack of coordination with academic supervisors in discussing their academics. Academic advising is a process carried out by students with an academic advisor, a lecturer, so that students can carry out their academic activities smoothly (Wong et al., 2022). Both students and academic supervisors are still not intensive in implementing academic guidance and lack of coordination. This is part of the issue of less than optimal consultation services for student academic supervisors.

Students need to have adequate writing skills to support their competence in the academic field (Purnamasari, 2023). However, the fact that occurs in the faculty area is that the ability of students in writing scientific papers is fairly low. The author gets this from the minimal number of journals uploaded by students on campus and off-campus journal sites, as well as the lack of student interest in writing scientific papers other than theses. The factor that causes students' lack of interest in writing scientific papers is the lack of information and knowledge about writing scientific papers.

Based on these various problems, the author conducted an issue analysis using APKL and USG techniques to get the main issue (core issue) which the author then raised as the actualisation title. The title of actualisation in accordance with the analysis that the author has done is 'Optimizing Student Presentation Skills through BLUEBOOKS at the Faculty of Da'wah and Communication Sciences UIN Antasari Banjarmasin'. The activities in the actualisation are an effort to overcome the causes of less than optimal presentation skills of students of the Faculty of Da'wah and Communication Sciences.

METHOD

This research focuses to improving or optimizing student presentation skills through Bluebooks. This research is conducted at the Faculty of Da'wah and Communication Sciences UIN Antasari Banjarmasin, located at Jalan Jenderal Ahmad Yani KM. 4.5 Banjarmasin-Indonesia, 70237. It is based on issue identification, issue analysis, and the design of actualisation activities with the help of actual, problematic, feasibility, and feasibility (APKL) analysis methods, urgency, seriousness, growth (USG) and fishbone diagram methods.

Furthermore, the conceptual framework of this study is shown in the scheme below:

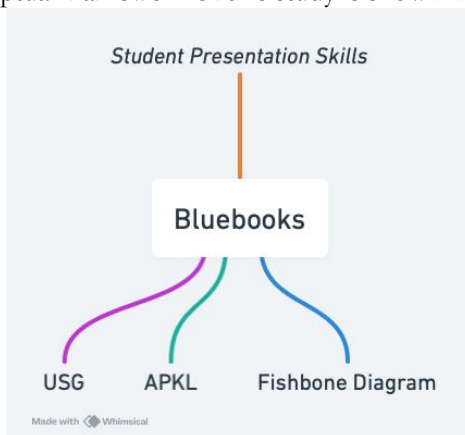


Figure 1. Framework (this study)

FINDINGS AND DISCUSSION

After identifying and describing the issues in the work unit, the issues were then analysed using several methods. This aims to gain an understanding of the issues as a whole and determine the quality issues to be resolved. The tapping tools used to determine issue quality criteria are the APKL method (Actuality, Validity, Problematics, and Feasibility) and the USG method (Urgency, Seriousness, Growth). After determining the core issue based on the two issue weighting methods, the cause of the issue will be analysed using a fishbone diagram.

APKL (Actuality, Validity, Problematics, and Feasibility)

In the APKL issue analysis method, there are 4 components of issue weighting, namely: (a) Actual, meaning that the issue is currently being discussed by the community and is actually happening. (b) Problematic, meaning that the issue has a complex problem dimension, so that a comprehensive solution

needs to be found. (c) Validity, meaning that the issue concerns the livelihood of many people. (d) Feasibility, meaning that the issue is realistic, reasonable, relevant, so that it can lead to problem-solving initiatives.

Table 1. Quality of Issue Criteria with APKL

Quality	Information
1	Very less influential
2	Less influence
3	Influential
4	Strong influence
5	Very strong influence

Table 2. Results of Issue Weighting with APKL

No	Issues	Analysis				Total Value	Ranking
		A	P	K	L		
1	The inadequate proficiency of students in delivering presentations.	5	3	4	5	17	I
2	Faculty and study program websites are less optimal in providing information related to academics, student affairs and alumni.	4	4	4	3	15	III
3	The use of LMS services by students and lecturers is less optimal	3	3	4	3	13	V
4	The lack of optimal consultation services fo students' academic supervisors	4	3	3	4	14	IV
5	Lack of student ability in writing scientific papers	4	3	4	5	16	II

Based on the weighting analysis of issues using the APKL method, the issue ranking is obtained. Issues with rankings I, II, III are respectively stated in the green ranking column, which will be re-analyzed using the USG method.

USG (Urgency, Seriousness, Growth)

From the five issues defined at the beginning, then analyzed using the APKL method, three issues were obtained which we then analyzed using the USG method to obtain the core issue. First, urgency, which is how urgently the issue must be discussed, analyzed, and followed up. Second, seriousness, which is how seriously the issue must be discussed in relation to the consequences caused. Third, growth, which is how likely the issue will worsen if not handled.

Table 3. Weighting of Issue Criteria with USG

Bobot	Urgency	Seriousness	Growth
1	Not urgent	Not Serious	Slow/steady
2	Normal	Normal	Normal
3	Urgent	Seriuos	Quite fast
4	Very Urgent	Very Serious	Fast
5	Most urgent	Fatal	Very fast

Table 4. Results of Issue Weighting with USG

No	Issues	Analysis			Total Value	Rangking
		U	S	G		
1	The inadequate proficiency of students in delivering presentations.	5	4	4	14	I
2	The lack of optimal consultation services for students' academic supervisors	4	4	3	11	III
3	Lack of student ability in writing scientific papers	5	4	3	13	II

Based on USG table 4, rank I is stated in the blue column. So, it can be concluded that issue number 1, namely " The inadequate proficiency of students in delivering presentations." has the highest USG value among other issues. Therefore, this issue is what the author raises as the core issue in this actualization.

Fishbone Diagram

According to the results of the issue analysis that I have conducted using the APKL (Actuality, Validity, Problematics, and Feasibility) and USG (Urgency, Seriousness, Growth) methods, the issue that was chosen to actualize the solution was the issue of " The inadequate proficiency of students in delivering presentations". To explore the issue, a fishbone was designed that was analyzed using the 6 M elements, namely Man, Machine, Material, Method, Money, and Market.

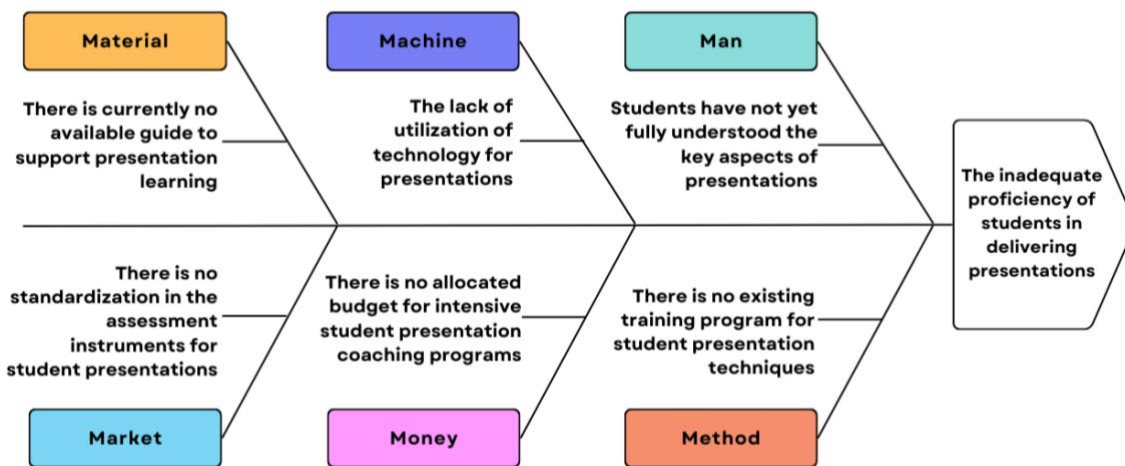


Figure 2. Fishbone Diagram Core Issue

The results of the issue analysis that have been carried out using the APKL and USG instruments are then sought for the causes so that ideas for solving them can be generated. In a fishbone diagram, the issue is the head of the fish which is the effect of the causes of the issue, as visualized in Figure 2. The matrix of the results of the fishbone diagram analysis is as explained in the table below:

Table 5. Fishbone Analysis Results Matrix

No	Element	Root of the Problem	Creative and Innovative Activities	Impact Analysis If Issues Are Not Addressed
1	Man	Students have not yet fully understood the key aspects of presentations.	Creating videos and live streaming that explain aspects of presentation.	Presentation content and performance are ineffective
2	Method	There is no existing training program for student presentation techniques.	Organizing presentation skill workshops	There is no improvement in students' presentation skills due to minimal guidance and evaluation.
3	Machine	The lack of utilization of technology for presentations.	Organizing presentation tools workshop	Presentation is less efficient and interactive
4	Money	There is no allocated budget for intensive student presentation coaching programs.	Conducting intensive online presentation coaching	No intensive presentation guidance program was held
5	Material	There is currently no available guide to support presentation learning.	Creating effective and interactive presentation guides and modules	Students have difficulty learning about presentations
6	Market	There is no standardization in the assessment instruments for student presentations.	Developing student presentation assessment instruments	Evaluation of students' presentation skills is less measurable

Argumentation on Selected Core Issues

During the four months the author served at the Faculty of Da'wah and Communication Sciences, the author had several opportunities to moderate student proposal seminars, especially for students majoring in Da'wah Management, Islamic Communication and Broadcasting, and Islamic Guidance and Counseling in semesters 5 and 7. The author highlighted the students' abilities that still need to be improved in terms of presentation techniques. This is also supported by the opinion of one of the Da'wah Management lecturers who stated that in terms of making presentation materials, students are already familiar with presentation tools, but there needs to be an improvement in presentation skills. Some indications are that when presenting, they seem to read their presentation materials, are less able to convey their goals, and lack interaction with the audience.

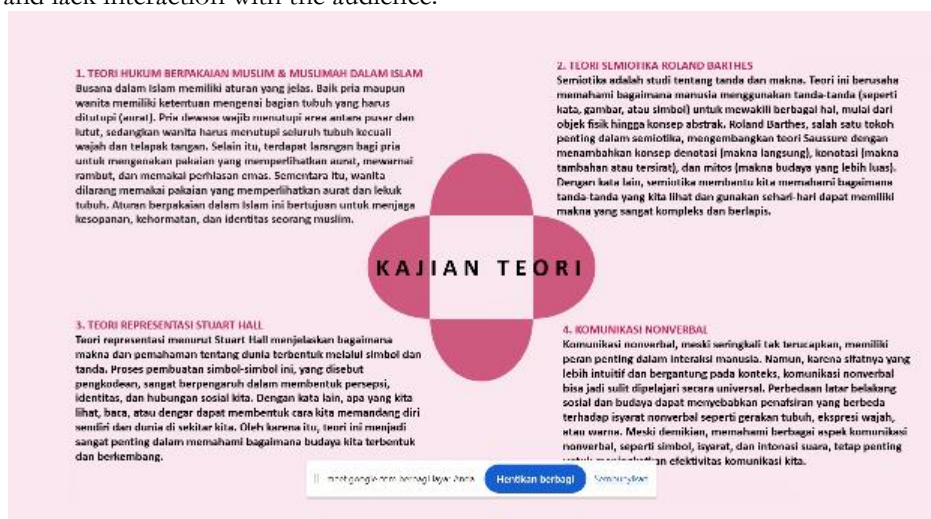


Figure 3. Example of Student Presentation Screenshot

Figure 3 is an example of a less optimal presentation structure by students. From Figure 3, the author observes that the points that students want to convey from their presentations cannot be captured properly by the audience because the writing is too small and there are too many sentences so that the presentation seems complex and difficult for the audience to read. The issue of "The inadequate proficiency of students in delivering presentations" received the highest score in the issue filtering analysis using the APKL instrument (Table 3.2). In terms of actuality, this issue is included in the current issues because this issue is relevant to current global developments and needs, especially in the world of education and communication. In addition, the demand for presentation skills is important in the digital era, where the need for effective communicators to convey important messages is greatly needed. This issue is actual with its relevance to current social, economic, and technological conditions, where presentation skills are considered important for academic and professional success in an increasingly connected and dynamic world.



Figure 4. Module Cover, Presentation Skills Guide, and Workshop Registration Flyer

From the problematic side, this issue affects students' soft skills, which if not addressed will have an impact when students graduate and work. In the world of work or professionalism, especially in the fields of communication, preaching, and media, presentation skills are important skills. If students do not develop these skills during college, they will face difficulties in adapting to the demands of work after graduation. From the audience side, this issue is important because the impact of the lack of presentation skills is not only felt by individual students, but also by various parties in society more broadly. An example is its impact on the quality of graduates in terms of presentation skills. In addition, students' less optimal presentation skills can limit public involvement (including lecturers, academics, or audiences) in understanding, evaluating, and providing constructive input on research conducted by students.

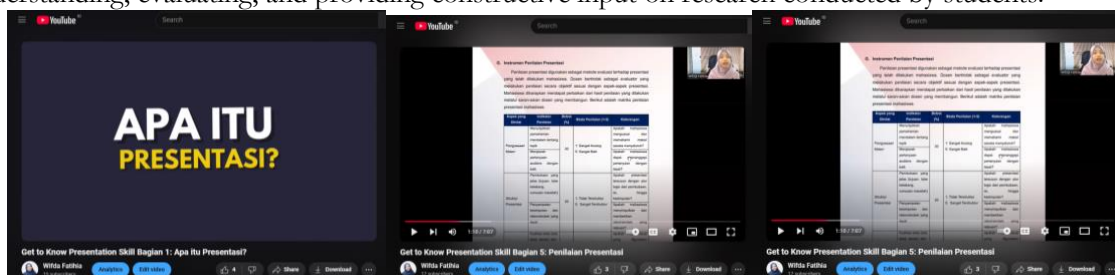


Figure 5. Presentations published on YouTube Channels, Instagram and Live Streaming Videos

The issues raised as core issues include worthy issues. These issues are realistic, reasonable, and can be solved. This is a real problem and is often seen in student presentation assignments, as well as seminar agendas and final thesis defenses. In addition, this issue is an issue that is worthy of being resolved by lecturers because it is directly related to the role of lecturers as educators, mentors, and guarantors of graduate quality. Lecturers have a responsibility to ensure that students not only understand the material theoretically, but are also able to convey it effectively. When analyzing the issues using the USG tool as in Table 4, the issue of "The inadequate proficiency of students in delivering presentations" was ranked first. This issue is categorized as an issue with a high urgency value because the problem of student presentation skills directly affects their performance in the relatively near future, especially when facing proposal seminars and final thesis defenses. This issue also has a high seriousness value because in

the professional world, especially in the fields of preaching and communication, communication and presentation skills are highly dependent.



Figure 6. Intensive online guidance and implementation of the Presentation Tools and Skills Workshop

Students who are unable to develop these skills will face difficulties in adjusting to career demands after graduation. In terms of growth, this issue will have an increasingly severe impact, both on the quality of education, student well-being, institutional reputation, and career prospects of graduates (Nursafitri & Fanny, 2021; Ratnasari, 2018; Aisyah, et.al., 2023). The inability to improve presentation skills can lead to a decline in academic quality, lower student self-confidence, and make it difficult for them in the world of work. Therefore, addressing this problem immediately is an important step to prevent a greater and more widespread impact.

CONCLUSION

Based on the description above, the results show that students' presentation skills can be optimized with the help of Bluebooks, starting from the availability of modules, guides, presentation material videos, presentation tools and skills workshops, and intensive guidance to improve students' presentation skills periodically. Through this study, the implication is that the readiness of bluebooks-based media supports students' presentation readiness and skills. Thus, learning is more conducive and discussion activities are more constructive-transformative in the classroom.

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