

Student Perceptions of Using Prezi Media in General Indonesian Courses

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ABSTRACT

Numerous facets of life, especially the field of education, have been significantly impacted by the COVID-19 epidemic. The switch from traditional classroom instruction to online or virtual instruction can be challenging for both instructors and students. In an effort to achieve the best learning objectives, Prezi media is one of the online learning methods and resources that are chosen and employed. It is widely used during presentations and group discussions. The study's goal was to ascertain how the Prezi content utilized in general Indonesian classes was perceived by the students. This qualitative study included 50 students in total as research participants. The information was gathered through the use of a Likert scale questionnaire, and it was then reviewed in three stages: data reduction, data presentation, and conclusion-making. The study's findings suggest that using Prezi media to support students in meeting their learning objectives has considerable advantages. These advantages consist of how simple it is to comprehend the subject matter, how efficient studying time is, and how appealing and how practical it is.

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1. INTRODUCTION

With the quick advancement of technology, learning media utilization in education is expanding. In an effort to safeguard the health and safety of students and instructors, the ongoing COVID-19 pandemic has compelled educational institutions to embrace online or virtual learning methods. Some professors and students, though, may find it difficult to adjust to these changes. Therefore, it's crucial to assist online learning by picking the appropriate learning strategies and materials. Prezi is one of the online learning tools that is frequently employed (Zaini et al., 2021). In order to create engaging and dynamic presentations that will help students better understand the subject matter, Prezi offers freedom. However,

there has not been much research done to determine how well Prezi supports online learning, particularly in areas like Indonesian that are more generic (E. R. N. Sari & Fauzi, 2019)

Several studies have previously been carried out to assess the use of instructional material to promote online learning (P. P. Sari & Ardianti, 2021; Setyaningsih et al., 2021; Sumarmi et al., 2021; Zaini et al., 2021). Research on students' opinions of Prezi media use in general Indonesian language courses is still lacking. A Likert scale questionnaire will be given to 50 students enrolled in general Indonesian language classes as part of the study's qualitative methodology. This study aimed to assess how students felt about utilizing Prezi media to assist online learning. It is anticipated that the findings of this study will help instructors and students choose and optimize learning material to promote online learning, particularly in general Indonesian language courses.

Learning media theory is a set of concepts and principles used in learning with media. In online learning, effective learning media is very important to help facilitate students' understanding of the material (Ika Dhamayanti, 2021). One type of online learning media used is Prezi. Users can create interactive presentations that are different from those that are normally generated using the web-based presentation tool Prezi. Prezi combines text, image, audio, and video elements to create engaging presentations. Prezi allows users to explore ideas and concepts more freely while maintaining a logical and easy-to-understand presentation structure (Choirudin, 2021; Nirfayanti & Syamsuriyawati, 2019; Rahman et al., 2018; Ratnaningsih & Mei Ningsih, 2019; A. K. P. Sari & Wati, 2019; Yogica et al., 2019).

Prezi is a helpful learning tool that can improve students' academic performance, according to (Nasution & Siregar, 2019). Prezi is a better learning tool for information acquisition when compared to conventional media. Students can enhance their ability to communicate knowledge through logical, visual, and spatial linkages by using the transformational technology Prezi (Rohiman & Anggoro, 2019). Students are better able to recall knowledge when prezi media is used in conjunction with the addition of several graphics, photos, and videos to facilitate the production of slide presentations (Hartini et al., 2017). Using Prezi's multimedia integration features, the media can now upload photographs, videos, animations, and other types of content (Hamid et al., 2021).

A useful resource for physics instruction is Prezi Media. Prezi is a program that can be used to alter lesson plans and increase students' motivation to learn (Rohman et al., 2021). Prezi presentation technologies also aid students in enhancing their academic performance and honing their critical thinking skills (Nursita et al., 2022). Previous research (Muharni et al., 2021) has shown that utilizing Prezi technology to teach can improve students' retention of the subject matter. The best learning results from instructional media can be anticipated (Kristiantari et al., 2022).

Learning media can also improve learning motivation, help students comprehend the information being taught, and enhance their educational experiences (Hafizhah et al., 2022). Presently, Microsoft PowerPoint and Prezi are just a couple of the presentation tools that are frequently employed as learning resources (Yusuf Rodhi et al., 2014). Prezi is a presentation tool that enables users to make dynamic, engaging presentations by including eye-catching visual elements (Mulloth et al., 2016). As a result, users can offer information in a style that is more appealing to the audience and is remembered by them (Susanti et al., 2019). Additionally, Prezi users can more clearly and rationally illustrate how different pieces of information relate to one another (Aruan et al., 2020).

Prezi can be used in the learning environment to improve learning efficiency by boosting student enthusiasm and aiding student comprehension of the subject matter being taught (Fitriyah et al., 2021; Rosmiati & Siregar, 2021). Additionally, Prezi can make learning for students more engaging and participatory (Ikram et al., 2021; Iman et al., 2019; Muhroji et al., 2020).

Prezi also provides a number of benefits when used as a learning tool, such as (1) Interesting and lively images. As opposed to static PowerPoint presentations, Prezi enables users to produce more engaging and appealing presentations. Prezi allows users to create more interactive presentations, makingt simpler to draw in and inspire students to study (Moulton et al., 2017). (2) Modular zoom capability. Users of Prezi have incredibly versatile zoom options that let them enlarge and reduce the size of any area of the presentation. Users can more easily regulate their learning's direction and concentration

thanks to this feature, which helps students comprehend the subject more quickly (Khusniya et al., 2022; Sarfraz et al., 2022). (3) Collaboration is simple. Users of Prezi can work together to create presentations both online and offline. With the help of this feature, lecturers and students can collaborate to create presentations, increasing student engagement in the learning process (Jamilah et al., 2022; Yanto & Warsono, 2020). (4) Quick and simple access. Online access to Prezi makes it simple for students to access presentations at any time and from any location. Students can learn the content more quickly and effectively as a result of this (Listiyanto & Fauzi, 2016). (5) The incorporation of different technologies. Other technologies, including audio, video, and graphics, can be included with Prezi. With the help of this tool, users can add multimedia resources to presentations to help students better understand the information being delivered (Argarini & Sulistyorini, 2018; Atika, 2021; Hakim, 2017; Kumala et al., 2019; Sofyan & Ridwan, 2022; USTUN, 2019). Based on the research background above, the purpose of this research is to find out how the Prezi content used in Indonesian classes is generally perceived by students.

2. METHODS

The research conducted in this article is qualitative research that aims to understand the phenomena experienced by research subjects, namely students' perceptions of the use of Prezi media in Indonesian language courses in general. The phenomenon in question includes behavior, perception, motivation, action, and so on holistically and is described in the form of words and language, in a special natural context, and by utilizing various natural methods. In this case, the research uses qualitative methods because it wants to know students' perceptions of the use of Prezi media in Indonesian language courses in general.

The participants in this study were 50 students who were taking general Indonesian courses in 2022. The instruments used to collect data were observation sheets and a Likert scale questionnaire. Observation sheets are used to record the symptoms that arise in learning, such as the constraints experienced by students in learning. While the Likert scale questionnaire consists of 13 statements with four possible answers, namely strongly disagree, disagree, agree, and strongly agree. In the questionnaire, students were also asked to provide suggestions for improving learning.

In conducting data analysis, this study used qualitative data analysis techniques with three stages, namely data reduction, data presentation, and conclusion and verification. Data reduction is a selection process, focusing on simplifying, abstracting, and transforming the data that emerges from field notes. Presentation of data is done by presenting document data, observations, and interviews in the form of brief descriptions. Finally, conclusion drawing and verification are carried out to conclude what has been obtained from a collection of field notes, coding, storage, and retrieval methods used, researcher skills, and sponsor demands, as well as re-verification or verification to seek justification and approval, so that validity can be achieved. The references used for this article have not been provided by previous users.

In this study, the authors used qualitative methods because they wanted to understand students' perceptions of the holistic and descriptive use of Prezi media in the form of words and language. This study's participants were students taking General Indonesian courses at Padang State University in 2022. The number of students participating in this research was 50 people. The instruments used to collect data were observation sheets and Likert scale questionnaires. Observation sheets are used to record symptoms or problems experienced by students during learning. While the Likert scale questionnaire consists of 13 statements, and each statement has four answer choices, namely Disagree (TS), Agree (S), and Strongly Agree (SS). In addition, the questionnaire also asked for suggestions from students to improve the quality of learning.

Observing students learn in action and having participants complete an online Likert scale questionnaire using a Google Form were the study's methods for collecting data. In this study, a three-stage qualitative data analysis process was used: data reduction, data presentation, and conclusion or verification. The data reduction stage's objective is to locate and get rid of important and unnecessary data. To present observational and questionnaire data as concise summaries or tables, data presentation

techniques are used. The conclusion or verification step is finished to bring the research findings to a close and verify the data's accuracy. It is hoped that students will be able to understand their impressions of the use of Prezi media in general Indonesian courses as a consequence of this research, which will improve the quality of learning. The results of this study may contribute to the development of instructional technologies in the future.

3. FINDINGS AND DISCUSSION

In a study conducted on 50 students taking general Indonesian courses, the researchers used a Likert scale questionnaire consisting of 13 statements to evaluate students' perceptions of using Prezi media in the course. There are four aspects evaluated, namely ease of use (5 statements), effectiveness of learning time (3 statements), attractiveness (2 statements), and usefulness (3 statements). These statements regarding the clarity of the material presented, the ease of understanding the language used, the size of the writing that is clear and easy to read, the ease of understanding the material, the ease of access, the effectiveness and efficiency of learning, according to student learning abilities, the attractiveness of presenting material, Prezi's assistance in understanding the material, increase learning motivation, usefulness in enriching insights, and usefulness in helping prepare assignments and presentations.

Table. 1 Percentage Student Perceptions of Using Prezi Media in General Indonesian Courses

No	Question	TS	S	SS
1	The material delivered through Prezi in the Indonesian language course is very clear and easy to understand.	(18%)	(62%)	(20%)
2	The language used in Prezi is easy to understand and according to my language skills.	(4%)	(56%)	(40%)
3	The size of the writing on Prezi is quite clear and easy to read, making it easier to understand Indonesian material.	(6%)	(54%)	(40%)
4	Prezi helped me understand Indonesian material more easily than other learning methods.	(18%)	(56%)	13 (26%)
5	Prezi's accessibility is very easy and makes it easy for me to access Indonesian materials anytime and anywhere.	(4%)	(80%)	(16%)
6	The use of Prezi in learning Indonesian is very effective and efficient in increasing my understanding.	(6%)	(68%)	(26%)
7	Prezi can be adjusted according to my learning ability so that it helps me to understand Indonesian material better.	(16%)	(64%)	(20%)
8	Presentation of material through Prezi has high appeal and makes learning Indonesian more interesting.	(18%)	(56%)	(26%)
9	Prezi provides significant assistance in understanding complex or difficult Indonesian material.	(10%)	(54%)	(36%)
10	Using Prezi in Indonesian language courses can increase my motivation to study.	(2%)	(94%)	(4%)
11	Prezi helped me broaden my knowledge in Indonesian and enrich my knowledge.	(8%)	(82%)	(1%)
12	Prezi was very helpful in helping me prepare assignments and presentations for Indonesian language courses.	(1)	(70%)	(2%)
13	Using Prezi in learning Indonesian provides significant benefits in organizing and conveying ideas or information effectively.	(8%)	(80%)	(12)

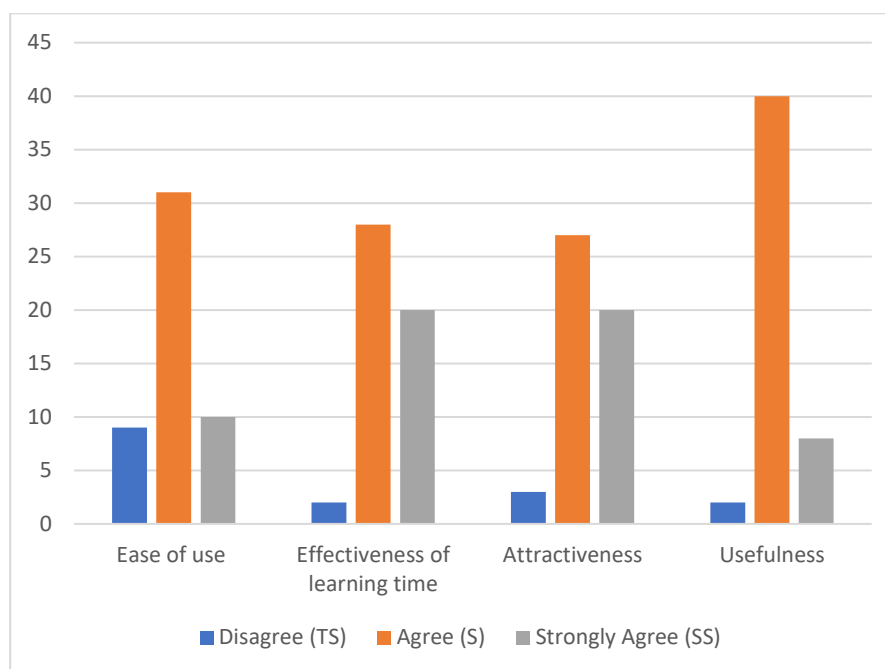


Figure 1 . Student Perceptions of Using Prezi Media in General Indonesian Courses

The results of this study indicate that the majority of students give positive responses to the use of Prezi media in the course. As many as 62% of students stated that the material presented on Prezi media was clear, 56% stated that the material presented using Prezi media was easy to understand, 54% stated that the size of the writing on Prezi media was clear and easy to read, 56% stated that the material presented with using Prezi media is easy to understand, and 80% stated that Prezi was easy to access.

The 11th statement is that Prezi helps Ananda to remember the material that has been studied. From the respondents' answers, 3 people disagreed, 34 people agreed, and 13 people strongly agreed. This means that 6% of students answered disagree, 68% answered agree, and 26% strongly agreed. The 12th statement, namely Prezi media, enriches the learning experience. From the respondents' answers, 8 people disagreed, 32 people agreed, and 10 people strongly agreed. This means that 16% of students answered disagree, 64% answered agree, and 20% strongly agreed. The use of Prezi media in other courses is the thirteenth claim. Thirteen respondents strongly agreed, 28 agreed, and 9 disagreed with the respondents' responses. This indicates that 26% strongly agreed, 56% agreed, and 18% of the class disagreed. Based on the data processing results, it was determined that students thought Prezi media was used in Indonesian general courses in an effective, efficient, and fascinating way. Students believe Prezi media is user-friendly and makes it easier for them to comprehend and retain the information they have learned. Students concur that Prezi media can be used in other classes as well. The majority of students responded favourably to the use of Prezi media in learning, according to the findings of a study done on 50 students who studied regular Indonesian courses. These findings suggest that using Prezi media can improve learning effectiveness and efficiency while also assisting students in comprehending and remembering what they have learned. The majority of students (80%) said Prezi was simple to use and convenient to obtain. The majority of students also mentioned that the information offered on Prezi media was understandable (56%), clear (62%), and of a size that made it easy to read (54%). This demonstrates how Prezi media helps students understand the offered information.

In addition, most students (54%) thought that using Prezi media was attractive. This demonstrates how Prezi media can make learning more alluring and, hence, enhance student learning motivation. Additionally, students (94%) believe that Prezi media can aid in their memory of the information they have learned. This demonstrates how Prezi media can help pupils remember the information that has been taught to them. Most students (82%) concur that Prezi media can be used in other classes. This

demonstrates how Prezi material may be used to enhance learning across the curriculum and improve overall effectiveness and efficiency.

The results of this study are relevant to research that has been conducted by (Muharni et al., 2021). The results show that Prezi-based learning media is effective in supporting students in learning animal classification, and students are highly motivated and enjoy learning. In addition to this research, the research results (Rohiman & Anggoro, 2019) show that the quality of mathematics learning media using the Prezi software is very good based on the validation results of media experts with a score of 93% and according to material experts is good with a score of 77.5%, and student responses to learning media are very good, good with a score of 83.9% using a Likert scale.

4. CONCLUSION

From the results of this study, it can be concluded that the use of Prezi media in learning Indonesian general courses is effective, efficient, interesting, and can help students understand and remember the material they have learned. Therefore, the use of Prezi media can be an alternative learning media that can be used by teachers to improve the quality of learning. The sample used in this study might only be representative of a small subset of students or academic institutions, preventing the generalizability of the findings to a larger population. The results of this study may not be readily transferable to other courses or areas of study since it exclusively focuses on general Indonesian language classes. The achievement of learning objectives or the development of student performance are not objectively measured in this study; rather, it primarily focuses on students' impressions of utilizing Prezi media.

Future research should expand its sample size to encompass a wider range of universities and subject areas to achieve more accurate results. To determine whether or not using Prezi content is more effective than using PowerPoint or whiteboards, we conducted a comparative study. Studying the effects of using Prezi media for extended periods of time on students' retention and understanding of the material. Using assessments like quizzes and final projects to gauge Prezi's usefulness in helping students achieve their learning goals. Learn about the pros and cons of using Prezi material in the classroom by hearing from teachers and professors who have experience with it. Think about the bigger picture and how factors like students' prior experience with technology, students' unique needs, and the nature of the course itself could affect their perspectives and outcomes.

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Conflicts of Interest

The author has no personal interests or circumstances that could influence the reported research results or representations. The author has no personal, financial or relationship interests related to the research subjects or the reported research results so that the research results cannot influence the assessment or interpretation of the data and cause bias or non-neutrality in the reported research results.

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