Character and Design of Education Learning Competence Business Presentation of Vocational School Students

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ABSTRACT

This study attempts to identify the characteristics and design of learning media needed to improve the competency of business presentations of vocational students. The research was conducted on class X students at the Vocational School of Marketing, Surakarta City. A qualitative method with a descriptive approach was employed in this study. Data collection was undertaken through observation, interviews, literature study, and documentation. Besides, data were analyzed through data reduction, data presentation, and concluding. The validity of the data analysis technique used source triangulation. The results of this study reveal the character and media design that can support the improvement of vocational students' business presentations, including explanatory, manipulative, interactive, supporting learning materials, easy to use, and can foster student interest in learning. All of the characteristics of the learning media should be designed into a single unit of media or commonly known as multimedia.

CCS CONCEPTS

• General and reference~Document types~General conference proceedings

KEYWORDS

Learning Media Design, Media Characteristics of Learning, Competence, Business Presentation

1. Introduction

Global competition continues to occur in many sectors, especially those related to the economy and social welfare. Apart from opening competition for goods and services, this competition also opens up the flow of the professional labor market.

This has an indirect impact on the high unemployment rate for SMK graduates. BPS data 2015-2018[1] reveal that high school and vocational school graduates contribute the largest number of unemployed people in Indonesia. People are required to continue to improve their respective human resources to be able to compete competitively. Every human being is created with their competencies, talents, and skills. The more competent a person is, the better his career will be. Markowitsch & Plaimauer[2] state "... a person's career success is influenced by one's competence". Competence is one of the competitive advantages of an individual. Meanwhile[3], according to Boak[4], competence is often represented as skills or other attributes of an individual including knowledge, skills, attitudes, traits, and motives.

Skills development in the form of technical, education, and vocational training are some of the key issues to address the shortage of a competent workforce that slows down economic growth and endangers welfare development[5]. Besides, vocational schools have become a global trend at this time[6]. Vocational School is a high school program[7] that aims to produce the desired graduate skills[8], high achievers in careers in a variety of high-tech jobs, services, health, and traditional trade and crafts[9]. Meanwhile, according to Gasskov[10], vocational and training schools provide some basic skills and individual specialist skills that can support finding a job or starting their own business, working productively, and adapting to changing technology, tasks and conditions. In addition to having to meet the requirements for the provision of vocational education, the number, and level of teacher education, curriculum, facilities, and funding must also meet the requirements for the availability of potential employment opportunities, including the business world and industry[11].

The business presentation is an integral part of any business career[12]. The presentation is described as the body of a sale[13] and is one of the important activities that support the achievement of company goals[14]. Another opinion states that presentation is related to the effectiveness of personal selling[15]. A good business presentation will also have a good impact on the institution or institution that makes the presentation[16].

Student competence can also be improved by using media (intermediaries) as in learning[17][18][19]. Learning media are anything that can be used to transmit messages (learning materials), to stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals[20]. By using learning media that is following the character and in

accordance with student development, it is expected that it can be used to channel optimal messages (learning materials). This study provides an overview of the appropriate design and learning media to improve the competence of students' business presentations. By applying to learn combined with the right learning media, it is hoped that it can foster the competence of students' business presentations which in turn can help students succeed.

2. Research Method

The method applied in this study was a qualitative method, with a descriptive approach that was undertaken by describing the results and research variables accurately. Qualitative research was an effective method to get a deep meaning, a holistic understanding of the relationship between culture and communication from the perspective of people in a community or ethnic group "[29]

The subjects of this research were students of class X SMK in Surakarta City in 2016-2019. The research steps taken were data collection through observation, interviews, literature study, and documentation. The data is then analyzed and presented data reduction and followed by a conclusion.

3. Result And Discussion

3.1. Business Presentation Competencies of Marketing Department Students in Vocational High Schools in Surakarta

Competency test subjects for each department in SMK are different. In general, these competency test subjects are tailored to the objectives of each department. The Marketing Department has several competency test subjects, namely making order letters, calculating stock-record achievements, making PowerPoint (PPT) slides for presentations, business proposals, business presentations, price labeling products, operating transaction machines, structuring products, and making reports on product sales results.

The results of the basic competencies study and interviews with several teachers at State Vocational High Schools in Surakarta about the most important competencies that students of the Marketing Department must have are making business presentations (personal selling). Furthermore, the results of interviews with several teaching teachers also revealed that give a presentation/promotion to others. Therefore, this data also supports that, it is true, there is a need for research on business communication subjects, especially in improving the competence of business presentations. This is following Mas'ud & Mahmud's[12] opinion, business presentation is an integral part of one's business career. Therefore, the Business Communication subject is the most appropriate subject to research, because this lesson contains several techniques in marketing, including communication ethics, presentation, negotiation, promotion, and knowing the level of customer satisfaction.

3.2. Learning Media and Business Increases Business Presentation Competence

Facilities owned by the State Vocational School in Surakarta on average had a good learning environment and are supported by adequate practice learning facilities such as computer laboratories and *online* marketing, product structuring laboratories, business machine laboratories, *wifi* networks *projectors* in each class, and shops. Besides, to improve student competency, all Marketing Vocational Schools in Surakarta already had a collaboration with shopping centers as a process *on the job training* (OJT). However, it has been known from the result of documentation and interview known that the competence of students tends to have lower business presentations.

The results of observations made by researchers indicate that the provision of teachers to students occurs less than the maximum. This is consistent with the results of interviews with some students who said that students often did not understand the material presented by teachers as the provision of student's practice Some of the students expect the teacher to prepare learning media that can be used as a student's guide before carrying out the practice. These results are consistent with the opinion of Brandi & Lannone[21] which states that one way to improve student competency is to utilize learning media that prioritizes student activity. Learning media can be used to channel message that good so it can stimulate attention, interests, thoughts, and feelings of students in learning activities to achieve the learning objectives[22][23]

3.3. Media Characteristics of Learning Needs

Based on the results of the interview, some students expected the teacher to prepare learning media that can be used as a guide for students before carrying out the practice. On several occasions, it was known that students experienced confusion in conducting business presentations. That was because learning in the classroom usually teachers tend to only explain without the examples and illustrations provided to students. In other words, learning only relied on teacher manuals and explanations.

Furthermore, students also revealed that the teacher should provide guidelines and examples that are clear, flexible, and can be used based on technology because they are following student characteristics. Students also told that the media used were usually only *power points,* whereas students revealed that watching video images and live animations usually made the material easier to learn.

3.4. Media Design Required

Based on the phenomena that occur in class, students expected the teacher to prepare media that can be learned, can be used as student guides and can be flexible to use. Based on some of the sources that researchers study, to be able to improve student competence, media that can be studied, can be used as student guides, and can be flexible is in the form of multimedia. This is following the opinion of Hobbs & Moore[24] Furthermore, McEwan & Cairncross[25] revealed that multimedia offers many

clear advantages, especially from the perspective of education and training, multimedia has the potential to create high-quality learning resources. Yusuf [26]also stated that multimedia can increase up to 200% in teaching, improve memory up to 14-38%, and can reduce the time to 40% to explain the concept of learning material. Multimedia can also combine various types of digital media such as text, images, sound, and video, into an interactive multi-sensory integrated application or presentation to deliver messages or information to *an audience*[25]. [27]Multimedia learning can be interpreted as a multimedia application used in learning, in other words, to channel messages (knowledge, skills, and attitudes) and can stimulate thoughts, feelings, attention and willingness to learn so that the learning process deliberately takes place, aims, and controlled[28].

By using multimedia properly and appropriately, it is expected to provide enormous benefits for teachers and students. In general, the benefits that can be obtained are learning more interesting, more interactive, the amount of teaching time can be reduced, the quality of learning can be improved, and the teaching and learning process can be done anywhere and anytime to increase student competency [29].

4. Conclusion

Based on the series of discussions above, it can be concluded that business presentation is a very important competency to be improved, there are several of media characters that can support the improvement of vocational students' business presentations, which are explanatory, manipulative, interactive, supporting learning material, easy to use, and can foster student interest in learning. All the characteristics of the learning media are designed to be a single media unit or commonly referred to as multimedia. By paying attention to the character and design of the media used, learning will be of higher quality so that student competencies can be optimally improved.

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