Using Multimedia in Business Communication Learning: Case studies to Improve Vocational Students Business Presentations

Nurdin Hidayat [1], Suroto[2]

[1] STKIP PGRI Bandar Lampung, Indonesia; nurdinstkippgribl@gmail.com
[2] Universitas Lampung, Indonesia; suroto.1993@fkip.unila.ac.id

ARTICLE INFO	ABSTRACT
	Unemployment in Indonesia is more dominated by SMK graduates compared to other graduates. This phenomenon indicates that learning at SMK must be improved immediately. This study aims to provide an overview of multimedia learning enhancing vocational students' business presentation competence. This research focuses on knowing the differences in business presentation competencies between Vocational School students majoring in marketing who use multimedia-based digital touch. This study used a quasi-experimental design. This study's population was class X students majoring in Vocational School marketing in Bandar Lampung with a sample. The experimental class was class X PM 1 SMK PGRI Bandar Lampung while the control class was class X PM 1 SMK Negeri 7 Bandar Lampung. This study revealed significant differences in business presentation competencies between the experimental and control groups. The use of multimedia learning can improve the competence of business presentations. *This is an open access article under the license.*

Corresponding Author:
Suroto
Universitas Lampung, Indonesia; suroto.1993@fkip.unila.ac.id

1. INTRODUCTION

In recent years, labor competition has been getting more challenging. This competition has led to a lot of unemployment. As we all know, SMK, as a vocational education institution, is expected to reduce the unemployed by providing students with more abilities. On the other hand, BPS data (2018) shows that SMK accounts for 1,348,327 people, or 19% of the total unemployed, indicating that the skills of SMK students are inadequate.

Skill development in techniques, education and vocational training, are critical issues to overcoming the shortage of competent workers (Grosch, 2017). Vocational schools that aim to produce the desired graduate skills and are easy to make a career out of should provide some basic skills and individual specialist skills to help find a job or start one's own business (Suroto et al., 2017). Business presentations are "…one of the competencies that can influence student success" (Markowitsch & Plaimauer, 2009). Students with excellent business presentation skills will find work more quickly (Tūtlys & Spöttl, 2017).

Business presentation competencies in learning need to be done to equip students to succeed in their careers.

Good learning can be realized by linking learning components such as objectives, materials, methods, and evaluation in education. Multimedia can effectively improve student competence (Scheiter et al., 2019; Lee et al., 2019; Wang, 2016). Multimedia can "… combine different types of digital media (such as text, images, sound, and video) into integrated multi-sensor interactive applications or presentations to convey information to audiences" (McEwan & Caincross Sandra, 2004; Neo Ken & Neo, 2004). Multimedia is the simultaneous use of two or more different media forms (Zentel et al., 2007). Furthermore, Smaldino et al. (2005) state, "Multimedia is a collection of material that involves various media types and is arranged into a theme".

In computer-based learning environments such as online learning systems, or virtual worlds, information can be presented to students in various forms (Listiana & Jaharadak, 2019; Evans, 2008), such as on-screen text, sound, illustrations, diagrams, animations, and videos. The combination of all or part of the media is multimedia. Multimedia is a medium with many tangible advantages, especially from an education and training perspective (Çolakoğlu & Atabay, 2014). Several studies on the effectiveness of multimedia in education and training show that the diversity of visualization and animation can be an advantage of Multimedia (Ploetzner & Lowe, 2012).

Students of the Marketing Department at SMK N 7 and SMK PGRI Bandar Lampung are known to be less able to do personal selling with direct presentations. In fact, personal selling with presentations is the main skill that must be possessed by students majoring in marketing. In addition, students are also less active in learning. This problem can be overcome by utilizing learning media that prioritizes the activeness of students (Brandi & Lannone, 2017: 3-5; Djamarah & Zain, 2006: 84 Learning by utilizing multimedia can be interesting and fun, so that classroom learning becomes more effective, efficient, and of high quality (Munir, 2012: 7). Multimedia offers many clear advantages, especially from the point of view of education and training (Hobbs & Moore 1997: 259).

Several previous studies have also stated that multimedia can improve intercultural communicative (Zhang, 2021), digital competence (Smagulova, Sarzhanova, & Tleuzhanova, 2021), oreign language competence (Bobrova, Popova, Sizova, Orlova, & Polozhentseva, 2021) using tools practice (Suryana et al., 2020), socio-cultural (Rakhimova & Mukhamadiarova, 2020), social and human interaction competence. However, to the best of our knowledge research focusing on the use of multimedia to enhance business presentations has not been conducted.

This study is focused on knowing the differences in business presentation competencies between marketing vocational students who use a multimedia-based digital touch and those who do not. It is hoped that this research can contribute to the strategies and criteria teachers need to pay attention to in learning to improve students' business presentation competencies effectively.

2. METHODS

This study used a quasi-experimental design. The population of this research is the students of class X majoring in marketing SMK in Bandar Lampung City with samples. The experimental class is class X PM 1 SMK PGRI Bandar Lampung while the control class is class X PM 1 SMK Negeri 7 Bandar Lampung.

The test was conducted using two samples (experimental and control groups). The two samples are class X PM 1 at SMK Negeri 7 Bandar Lampung and class XI PM 1 at SMK PGRI 2 Bandar Lampung. The experimental class is class X PM 1 SMK PGRI Bandar Lampung while the control class is class X PM 1 SMK Negeri 7 Bandar Lampung. Both groups were given a pretest before participating in the lesson.

In the next stage, learning is carried out in the two groups by providing different treatments. The experimental group was given treatment using multimedia learning communication Bandar Lampung, while the control group did not use multimedia learning. The implementation of learning will be carried out in four meetings. At the fourth meeting, namely the last meeting, the group is given a post-test. This is to see the learning achievement of the two groups after carrying out four sessions.

Data collection techniques in this study include (1) observation sheets, as an observation sheet for the state of the school, and students, (2) interviews to determine the state of schools, teachers, and students, (3) documentation to obtain a direct picture of the research site, including relevant books, activity reports, photos, and data relevant to research, and (4) tests as instruments to determine students' business presentation skills.

Analysis Prerequisite Test

Normality test

The test statistic used in this research is the Kolmogorov-Smirnov (Liliefors) test. The results of the processed normality test showed the significance value (Sig) of the normality test in the experimental group was 0.060 and in the control group was 0.084. The result of the significance value of each group shows a value greater than (sig > 0.05), then the HO is accepted, and the data can be declared normally distributed.

Homogeneity Test

Research test statistics using Levene Statistics. In the homogeneity test results that were processed, the significance value (Sig) of the homogeneity test in the experimental and control groups was 0.338. The result of the significance value of each group shows a value greater than (sig > 0.05), then the HO is accepted, and the data can be stated to have the same variance or homogeneity.

3.   FINDINGS AND DISCUSSION

3.1. Finding

The effectiveness test in this study can be interpreted as a hypothesis test. This test is carried out using the t-test, which is done to determine the effectiveness of multimedia learning. The criteria for the t-test used in making the hypothesis is the level of ⍺ = 0.050. H0 is accepted, or Hahas has rejected if the significance level (sig.) > ⍺ (0,05) and HO is rejected, or Ha is accepted if the significance level (sig.) < ⍺ (0.05).

The results of the Pretest Value test in this study showed that the average (mean) pretest of the experimental group was 42.5625, and the average value of the control group was 41

	pre-test score
experimental group	42,5625
control group	41
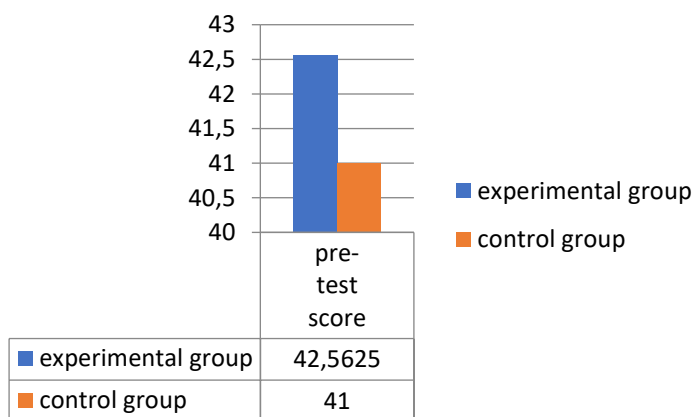
The mean value indicates that the average value of the experimental group is higher than the average value of the control group. The next step is to know the average difference from the pretest scores—the test results. Based on the test results, it can be seen that the significance value (Sig.) of the t-test is 0.371, and the significance value is more significant than 0.05, which indicates that HO is accepted and Ha is rejected. It can be seen that there is no significant difference in the average pretest between the two groups.

The results of the post-test test showed that the average pretest score for the experimental group was 84.84, and the control group average was 78.43. These results can be seen in the following figure

	post-test score
experimental group	84,8438
control group	78,4375
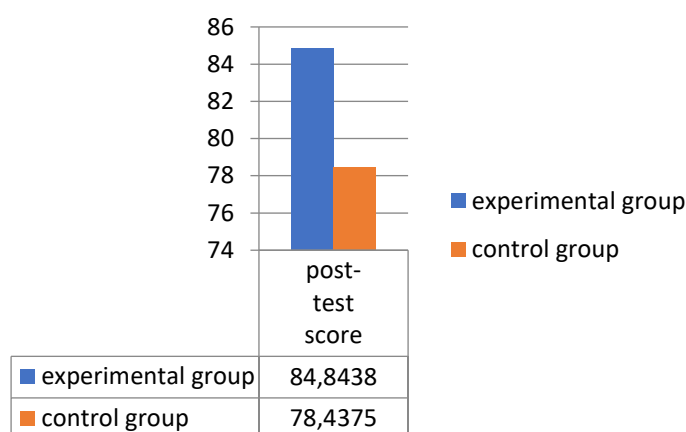
The mean value shows the experimental group has a higher average value. The next stage is to know the average difference in the Competency scores. The test results show that the significance value (Sig.) of the known t-test is 0.000 <0.05, which means a significant difference in the average competency value of the two groups.

3.2. Discussion

The results of this study indicate that there is a significant difference in the average business presentation ability between the two groups. Based on the t-test (independent sample test) post-test for the experimental category and the control category, the significance value of the t-test is known to be 0.000. The significance value is less than 0.05, which means that there is no significant difference between the average business presentation ability between the experimental and control classes when the post-test is carried out. In this study, the experimental class used "business communication multimedia learning" for processing, while the control group did not but used books provided by the school for learning.

Evaluation in the learning process includes the assessment of knowledge, attitudes and skills. The results of the post-test assessment of the experimental class showed that the average knowledge evaluation (cognitive) obtained by students who used multimedia for business communication learning was 89, the average attitude evaluation was 80, and the average skill evaluation was 86. While the average knowledge evaluation for the control group was 79, the mean attitude evaluation was 77.16, and the mean skill evaluation was 79. According to Hoobs & Moore (1997b), Multimedia as a medium can offer many evident advantages (Asif, 2003), especially in education and training. This is also consistent with several studies by Iswari et al. (2013); Bider et al. (2015); and He & Wang, 2020) which states that Multimedia is effectively used in the learning process

The results of the post-test assessment of the experimental class showed that students who used Business Communication Learning Multimedia got an average rating of 84.84. In contrast, the control class got an average rating of 78.43. In accordance with the opinion of Hobbs & Moore (1997), Multimedia is a medium that can offer many clear advantages, especially from the point of view of education and training. This is also in accordance with the research of Iswari et al. (2013); Scott & Cong (2009); dan Bider et al. (2015), which states that "…multimedia is effectively used in the learning process".

The results of the study by Scheiter et al. (2019); Lee et al. (2019) also revealed that "Multimedia can be effective in improving student competence. Multimedia can combine various types of digital media such as text, images, sound, and video, into interactive multi-sensory integrated applications or presentations to convey messages or information to the audience" (McEwan & Caincross Sandra, 2004; Neo Ken & Neo, 2004). Multimedia is the simultaneous use of two or more different media forms (Zentel et al., 2007). Furthermore, Smaldino et al. (2005) state, "…multimedia is a collection of material that involves several types of media and is organized around a topic".

Multimedia is a medium that can offer many evident advantages (Asif, 2004), especially from the point of view of education and training. Multimedia combines various types of digital media (such as text, images, sound, and video) into integrated multi-sensory interactive applications or presentations to convey messages or information to audiences (McEwan & Caincross Sandra, 2004; Neo Ken & Neo, 2004). The use of multimedia in learning can improve the competence of vocational students (Maskun, Rusman, Suroto, & Rahmawati., 2020), especially in enhancing the competence of business presentations.

Business presentations, which are competencies that must be possessed by graduates of Marketing Vocational Schools, should be adequately developed because students who have business presentation competencies will get a lot of convenience in their work (Purwanto, 2011). Competencies that can be interpreted as skills or other attributes of an individual, including knowledge, skills(Hidayat & Suroto, 2022), attitudes, traits and motives (Boak, 2009), must be optimized so that SMK graduates are not unemployed (Suroto et al., 2017).

4. CONCLUSION

The use of multimedia in learning business communication offers many advantages. Multimedia in learning is declared effective for improving competence, especially business presentations for vocational students. Multimedia can combine several types of digital media needed to improve business presentation skills (such as text, images, sound, and video) into integrated interactive applications. For multimedia to effectively improve students' presentation skills, the selection of media must pay attention to specific criteria and learning strategies organized in a planned topic.

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