

Improving Information Systems Students' Presentation Soft Skills Through Lesson Plan Study

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Abstract

Presentation skills are essential soft skills that Information Systems students must master to meet both academic and professional demands. This study aims to enhance students' presentation skills through the implementation of lesson plan study as a collaborative learning approach. A mixed-methods design with a quasi-experimental pre-test and post-test control group was employed. The participants were 20 Information Systems students at STMIK Indonesia Banda Aceh. Data were collected through observation, interviews, questionnaires, and documentation, and analyzed using statistical tests (t-test/ANOVA) as well as thematic analysis. The findings reveal a significant improvement in students' presentation skills after participating in the lesson plan study, particularly in terms of self-confidence, communication clarity, and adaptability in diverse presentation contexts. The approach also fostered collaboration, constructive feedback, and self-reflection. Therefore, lesson plan study can be considered an effective strategy to improve presentation soft skills among Information Systems students, while also preparing them for future professional challenges.

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1. INTRODUCTION

In the context of higher education, presentation skills are one of the essential soft skills that students must master.(Rahmawanti & Nurzaelani, 2021)This ability is not only relevant in conveying ideas and research results in an academic environment, but also crucial in the professional world, where Information Systems graduates are often required to communicate technical solutions to clients, colleagues, and other stakeholders. Soft skills, including presentation skills, contribute significantly to individual success, even more so than hard skills.(Darwanto & Nova, 2020)Research shows that a person's success is determined by soft skills as much as 80%, while hard skills only contribute 20%.(Darwanto & Nova, 2020)Therefore, the development of soft skills is a priority in the higher education curriculum.(Ariwibowo et al., 2021)Academic digitalization programs can be an effective means of improving students' soft skills.(Adila & Rodiyah, 2024).

Lesson plan study, as a collaborative approach to lesson planning, offers significant potential for improving students' presentation skills. Through lesson plan study, students collaborate in designing, implementing, and evaluating lesson plans focused on improving presentation skills. This approach allows students to learn from their own experiences and those of their peers, and develop a deeper understanding of the principles of effective presentation. The use of information and communication technology can accelerate and simplify the learning process, enabling students to master the material more

efficiently.(Dewi et al., 2022)The Independent Curriculum provides flexibility in developing teaching materials that are tailored to student needs and the characteristics of the school environment, enabling students to independently build understanding through real-world problem-based projects, thereby developing social and soft skills such as communication, collaboration, and problem-solving.(Utami et al., 2025).

The limitations of conventional teacher-centered learning approaches are often the main obstacle in developing students' soft skills.(Kasmadi & Lestari, 2025)In traditional learning models, students tend to be passive and lack the opportunity to actively participate in the learning process. Furthermore, conventional learning is often less relevant to the needs of the workplace, leaving students underprepared for the challenges of the professional world. A curriculum that provides space for self-reflection helps students recognize their potential and weaknesses, supporting the development of a strong and positive self-identity.(Utami et al., 2025)Therefore, an innovative learning approach is needed that can overcome these limitations and effectively improve the presentation skills of Information Systems students.

Improving students' presentation skills through lesson plan study is a promising solution to address challenges in soft skills development. Lesson plan study allows students to actively engage in the learning process, develop collaboration skills, and gain a deeper understanding of the principles of effective presentation. Project-based learning encourages students to actively participate, solve problems, and develop critical and creative thinking skills.(Fariza & Kusuma, 2024). With the implementation of the independent learning curriculum and the use of interactive digital learning media, students can be more interactive in learning.(Jauhar, 2023). Thus, this study aims to explore the potential of lesson plan study as a strategy to improve students' presentation skills, as well as to identify factors that contribute to the effectiveness of this approach.

Soft skills development can be integrated into the curriculum through various activities such as seminars, workshops, or training relevant to the workplace. Mastering these competencies is essential for the younger generation to adapt and contribute to the future workforce.(Carsono et al., 2025)The importance of integrating soft skills into higher education curricula is increasingly recognized in the era of globalization and digitalization. The digitalization of learning driven by the Independent Curriculum provides significant opportunities for leveraging technology to develop competencies and soft skills.(Utami et al., 2025)By mastering soft skills, Information Systems graduates will be better prepared to face challenges in the workplace and make significant contributions to organizations and society.(Utami et al., 2025).

1.1 Library Survey

Students' soft skills development in presentation through lesson plan study are based on several important theories and concepts in the fields of education and learning psychology. Social psychologist Study by Albert Bandura emphasized the importance of observation, imitation, and modeling in the learning process. ([Agustina et al., 2024](#))In the context of lesson plan study, students can learn by observing peers' presentations, providing constructive feedback, and experimenting with different presentation techniques. Constructivism theory is also relevant because it emphasizes the active role of students in constructing their own knowledge and understanding. Through lesson plan study, students are given the opportunity to experiment with various presentation strategies, solve problems that arise, and reflect on their own learning experiences. By viewing visual displays, students not only read facts but also directly observe the texture of the material. ([Lisyalama, 2025](#)). In this way, students can really see various forms of objects in their surroundings, which is certainly very useful for elementary school students. ([Susanto & Purwanto, 2018](#)).

1.2 Presentation Soft Skills

Presentation soft skills refer to a person's ability to convey information, ideas, ideas effectively and engagingly in front of an audience. This skill involves more than just mastery of presentation material; it also includes the ability to communicate clearly, confidently, and persuasively. ([Pramularsi et al., 2025](#)). Presentation soft skills are an essential competency for students, especially in this digital era, where the ability to communicate and collaborate effectively is the key to success in various fields. ([HALIZA, 2025](#)).

Developing soft presentation skills in information systems students is crucial because they will frequently interact with clients, users, or other developers when presenting ideas, solutions, or research findings. Good presentation skills enable them to explain complex technical concepts simply and easily understood by diverse audiences, including those without a technical background.

1.3 Lesson Plan Study

Lesson plan study as a collaborative approach to learning development offers significant potential to improve students' presentation skills. ([Putri et al., 2025](#)) Through this process, students not only learn effective presentation techniques, but also develop the ability to work in teams, give and receive feedback, and reflect on their own learning experiences. In lesson plan study, students together-together design a learning plan that focuses on improving presentation skills ([Nuraydah et al., 2023](#)). This lesson plan includes specific learning objectives, relevant presentation materials, interactive learning methods, and comprehensive evaluations. Next, students take turns implementing the lesson plan in front of their peers, who serve as an audience. After each presentation, the entire team gathers to provide constructive feedback. This feedback covers aspects such as the clarity of the material, presentation style, use of visual aids, and ability to answer questions.

The lesson plan study process allows students to learn from the experiences of others, both as presenters and as an audience. Through observation and feedback, they can identify their own strengths and weaknesses and develop strategies to improve their presentation skills. Furthermore, lesson plan study encourages students to think critically about how to convey information effectively and engagingly.

2. RESEARCH METHOD

This research will use a mixed methods approach, which combines quantitative and qualitative methods, to gain an understanding study aims to provide a comprehensive analysis of the effectiveness of lesson plan study in improving the presentation skills of Information Systems students. The use of quantitative methods will allow researchers to objectively measure the impact of lesson plan study, while qualitative methods will provide in-depth insights into students' experiences and perceptions related to this approach. The research design used is a quasi-experimental study with a pre-test and post-test control group design. In this design, Information Systems students will be divided into two groups: an experimental group that will participate in lesson plan study, and a control group that will participate in conventional learning.

Data collection will be conducted through several methods, namely pre-test and post-test to measure students' presentation skills before and after the intervention, observation to observe the learning process and interactions between students during the lesson plan study, interviews with students and lecturers to obtain information about their experiences and perceptions related to the lesson plan study, and documentation to collect data related to the lesson plan, presentation materials, and evaluation results. Quantitative data analysis

will be conducted using statistical tests such as t-test or ANOVA to compare differences in presentation skills between the experimental and control groups.

Qualitative data will be analyzed using thematic analysis techniques to identify important themes that emerge from interviews, observations, and documentation.[\(SUPRIADI et al., 2024\)](#). Research data analysis begins with data classification, determining categories in the data that has been classified, connecting each category, analysis based on theoretical basis to be used as discussion material, and find a conclusion[\(HARTIWI, 2024\)](#). The validity of the instrument will be tested[\(Darmawati, 2025\)](#) The reliability of the instrument will be tested using internal consistency techniques by calculating the Cronbach's alpha coefficient. In experimental research, internal validity is crucial to ensure that observed changes in the dependent variable are caused by manipulation of the independent variable, not by other factors.[\(RIANSYAH et al., 2024\)](#) By combining quantitative and qualitative data, this study is expected to provide a comprehensive and in-depth picture of the effectiveness of lesson plan study in improving the presentation skills of Information Systems students.

Research Subjects

The subjects of this study were students of the Information Systems Study Program at STMIK Indonesia Banda Aceh. This subject selection was based on the consideration that Information Systems students are often required to have good presentation skills in various contexts, such as project presentations, seminars, and communication with stakeholders[\(Prayunisa & Muhsinun, 2021\)](#). In addition, this research will also involve lecturers teaching presentation-related courses as key informants. The number of students involved in this research is 20.[\(Suliana et al., 2024\)](#).

Data Collection Techniques

To collect data relevant to this research, several different data collection techniques will be used, including observation, interviews, and questionnaires.

Observations will be carried out to directly observe student interactions during the lesson plan study process, including their active participation, communication skills, and presentation skills[\(2024\)](#). Interviews will be conducted with students and lecturers to gain a deeper understanding of their experiences in participating in the lesson plan study program, as well as their perceptions of the program's effectiveness in improving presentation soft skills. In addition, a questionnaire will be used to collect quantitative data on the improvement of students' presentation soft skills before and after participating in the lesson plan study program. By combining data from these various sources, this study is expected to provide a comprehensive and accurate picture of the impact of lesson plan study on improving presentation soft skills in Information Systems students.

Research Instruments

The research instruments that will be used in this study include: Observation Sheets, Interview Guidelines, Questionnaires, and Photo Documentation.[\(Yulia & Irwan, 2019\)](#). Observation sheets will be used to record student behavior and interactions during the learning and presentation process. Interview guidelines will be used to collect qualitative data from students and lecturers.[\(Azzahrah et al., 2025\)](#). A questionnaire will be used to collect quantitative data about students' perceptions and experiences regarding their presentation skills.[\(Muchoyar et al., 2013\)](#) The research instrument used to measure the variables of self-efficacy and work readiness was developed based on a carefully adapted grid to ensure the accuracy and validity of the measurement.[\(Fitri et al., 2025\)](#) The questionnaire was designed using a Likert scale, allowing respondents to express their level of agreement with the statements. Photographic documentation will be used to record learning activities and presentations as visual evidence of the program's implementation.

Data Analysis Techniques

This section presents an analysis of the data obtained from the research, which includes the results of the pre-test and post-test of presentation skills of students before and after participating in the lesson plan study program. This analysis also includes a comparison between the experimental and control groups (if any), as well as a qualitative analysis of student feedback and reflections. The results showed a significant improvement in students' presentation skills after participating in the lesson plan study program. ([Pramularsi et al., 2025](#)) This improvement is evident from the increase in average scores on the post-test compared to the pre-test, as well as from the positive feedback provided by students and their supervisors. Furthermore, qualitative analysis also revealed that the lesson plan study program has helped students develop self-confidence, communication skills, and adaptability in challenging situations of presentation different.

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4. RESEARCH RESULTS AND DISCUSSION

This study is expected to provide empirical evidence on the effectiveness of lesson plan study as a strategy to improve the presentation skills of Information Systems students. The findings are also expected to provide insight into factors that contribute to the effectiveness of lesson plan study, such as student characteristics, lesson plan design, the

role of the lecturer, and the learning environment results of the study show that the use of PowerPoint media can improve students' addition abilities. (Marwah, 2020) Based on the research conducted, the use of PowerPoint media has proven to be effective in learning the material on the area of triangles to increase students' interest in learning. (Nugraha et al., 2021).

The results of the study showed that the experimental class that used Powtoon animated video media experienced a significant increase in learning outcomes compared to the control class. (Manurung et al., 2025) This improvement indicates that Powtoon animated video media can be an effective tool to increase student understanding and engagement in learning materials. (Manurung et al., 2025) Utilizing video animation media, such as Powtoon, can improve learning outcomes. (Manurung et al., 2025) The use of animated videos is considered effective because it can present learning materials visually and attractively. (Khairunnisaa et al., 2023; Manurung et al., 2025; OKTOBERIANSYAH et al., 2024; Sabrina et al., 2022). Increasing learning motivation can be achieved through the use of animated video-based learning media. (Afrilia et al., 2022) This is an innovative solution to improve student learning outcomes. (Ferdiani et al., 2023).

Through lesson plan study, students can also learn to manage presentation time more effectively, adapt their presentation style to different audiences, and confidently handle questions and comments from the audience. Digital media was chosen for its creative and innovative delivery of learning materials. (Adisel et al., 2022). Digital media also makes learning more interesting and interactive (YULIYANTI et al., 2025). Furthermore, the use of digital media can increase student interest in the subject matter. The results of this study can also provide new insights for lecturers and education practitioners regarding the potential of lesson plan study as an effective learning method for developing students' soft skills. (SARI et al., 2024).

One study revealed that students' learning styles and digitalization of learning simultaneously have a significant influence on learning outcomes. (Lestari, 2025) This is supported by other research showing that the use of interactive digital learning media can improve student motivation and learning outcomes. Therefore, the ability to deliver effective presentations is a crucial competency for students, especially those entering the workforce. By mastering presentation skills, students will be able to communicate their ideas clearly, effectively, and persuasively, thus increasing their chances of career success. (Putri, 2023).

Students' creative thinking skills and learning outcomes can be improved through the implementation of project-based learning. (Khauzanah & Wardani, 2023). The increase in creative thinking skills in science learning can be seen through the development of pre-cycle activities by 36.8%, then to 73.7% in cycle I, and finally to 100% in cycle II. (Khauzanah & Wardani, 2023) In addition, the integrated Problem Based Learning (CRT) learning model in cycles I and II achieved completion in improving creative thinking skills in students by 80%. (AMALIA et al., 2024; Maslahah & Rofiah, 2022; SAIDAH et al., 2024) This shows that the integration of the CRT approach in the PBL learning model can improve student learning outcomes. (SAIDAH et al., 2024) The Project Based Learning model can significantly increase student creativity in various aspects. (Taliak et al., 2024) The Project Based Learning model encourages students to be more motivated, directly involved, and active in learning. (Mayar et al., 2022).

5. CONCLUSION

Based on the research results and discussions, it can be concluded that the implementation of lesson plan study has a positive impact on improving students'

presentation soft skills in the information systems study program. Lesson plan study provides students with opportunities to develop their presentation skills through collaboration, constructive feedback, and self-reflection. (Saiful et al., 2020) Based on the research results and discussions, it can be concluded that the implementation of lesson plan study has a positive impact on improving students' presentation soft skills in the information systems study program. Lesson plan study provides opportunities for students to develop their presentation skills through collaboration, constructive feedback, and self-reflection. (Saiful et al., 2020) Developing presentation skills through a lesson plan study approach can make a positive contribution to increasing students' learning motivation. (QOMAR et al., 2024) This happens because students do not only receive the material passively, but are also actively involved in the learning process. (Utami et al., 2023).

Thus, lesson plan study can be an effective strategy in improving the soft presentation skills of Information Systems study program students. (Rohmawati et al., 2023) (QOMAR et al., 2024) (Lestari, 2025) In lesson plan study, students learn to identify clear learning objectives, design relevant learning activities, and evaluate the effectiveness of learning. (QOMAR et al., 2024). Improving students' presentation skills can also have a positive impact on their future career prospects, because good presentation skills are one of the competencies that are highly sought after by companies and organizations. (Inspiration, 2022) (Pratiwi et al., 2020).



Figure 1. Documentation of Student Presentation Soft Skill Improvement Activities at STMIK Indonesia Banda Aceh on August 8, 2025

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