# ANALYSIS OF STUDENTS' ABILITY IN VISUALIZING EDUCATIONAL PAPERS ON POWERPOINT

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***Abstract***

This study aims to analyze students' ability to visualize papers in PowerPoint. This is done so that students' obstacles in presenting educational PowerPoint can be found. The research method used is observation of 11 PowerPoint scripts that are student group assignments in the Scientific Paper Writing Course. The results obtained indicate that students' ability to visualize their papers in PowerPoint is divided into 7 categories of slide appearance and 12 errors in visualizing them. The research findings prove that there is a group that presents 127 slides or 52% in PowerPoint, even though that number has far exceeded the presentation of slides which should be around 10 to 12 slides. Meanwhile, the highest error of 22% is not presenting facts of phenomena as an important basis in the background. Thus, all of these findings can be used as evaluation material in the next learning process so that students can avoid mistakes and can present their paper visualizations in PowerPoint more educationally. In order to overcome this, it is necessary to prepare more mature, complete, and full independent practice materials so that the obstacles that arise can be resolved properly. The implications of this study can be a positive gap to improve the level of material with a more educational presentation. Thus, through a better understanding of the material, students will be able to visualize their papers into PowerPoint even better.

***Keywords:*** *Ability; Educative; Paper; PowerPoint; Visualization.*

***Abstrak***

Penelitian ini bertujuan untuk mengalisis kemampuan mahasiswa dalam memvisualisasikan makalah pada *PowerPoint*. Hal ini dilakukan agar dapat ditemukan kendala mahasiswa dalam menyajikan *PowerPoint* yang edukatif. Metode penelitian yang digunakan berupa observasi dari 11 naskah *PowerPoint* yang menjadi tugas kelompok mahasiswa pada Mata Kuliah Penulisan Karya Ilmiah. Hasil yang diperoleh menunjukkan bahwa kemampuan mahasiswa dalam memvisualisasi makalahnya ke dalam *PowerPoint* terbagi ke dalam 7 kategori kemunculan salindia dan 12 kekeliruan dalam memvisualisasikannya. Temuan penelitian membuktikan bahwa terdapat kelompok yang menyajikan 127 salindia sebesar 52% dalam *PowerPoint*, padahal jumlah itu sudah jauh melebihi penyajian salindia yang seharusnya sekitar 10 sampai dengan 12 salindia. Sementara itu, kekeliruan yang tertinggi sebesar 22% dengan tidak menyajikan fakta fenomena sebagai landasan penting dalam latar belakang. Dengan demikian, seluruh temuan ini dapat menjadi bahan evaluasi pada proses pembelajaran berikutnya agar mahasiswa dapat menghindari kekeliruan dan dapat menyajikan visualisasi makalahnya ke dalam *PowerPoint* dengan lebih edukatif. Guna mengatasi hal tersebut, perlu dipersiapkan materi yang lebih matang, lengkap, dan penuh latihan mandiri agar kendala-kendala yang muncul dapat teratasi dengan baik. Implikasi dari penelitian ini dapat menjadi celah positif untuk meningkatkan level materi dengan penyajian yang lebih edukatif. Dengan demikian, melalui pemahaman materi yang lebih baik maka mahasiswa akan dapat

memvisualisasikan makalahnya menjadi *PowerPoint* menjadi lebih baik lagi.
***Kata Kunci**: Edukatif; Kemampuan; Makalah; PowerPoint; Visualisasi.*

## INTRODUCTION

PowerPoint is one of the most popular digital learning media because of its very practical use. Because of its practicality, almost every course in college uses PowerPoint to present material in the learning process. Of course, in addition to educators, students are also required to be able to present their presentation assignments in PowerPoint. One of these assignments is in the Scientific Paper Writing Course. Previously, students were asked to write a paper with their respective groups. After the paper was completed, the students were asked to visualize their paper into PowerPoint. Unfortunately, there are still students who have problems presenting their material into PowerPoint. This happens because students' abilities in using PowerPoint are still limited to confusion in choosing what to display on each slide.

Some of the latest literature studies from 2021 to 2025 related to the use of Power Point can be seen as follows. In 2021, there was the use of Power Point media learning media in teaching which could increase the attractiveness, pleasure, activity, and curiosity of students in learning mathematics with a completeness of 86.21% (Nurhayati & Rahardi, 2021). There is also the use of Power Point animation in the development of mathematics learning media on spatial geometry material for fifth grade students of SDN Parung Panjang 06 (Mutia & Mulyawati, 2021). In 2022, there is the use of Power Point in fulfilling the Technological Pedagogical Content Knowledge (TPaCK) capabilities of students (Hadi & Kurniawati, 2022), development of a Power Point-based spin game as an evaluation medium for the Accounting Practical Subject at the Institute (Puspitasari & Rochmawati, 2022), utilization of Microsoft Power Point media in learning *Mahārah Istimā'* (listening skills) in the digital era (Berutu et al., 2022), utilization of Power Point media in science learning (Mahuze et al., 2022), use of Powerpoint and Canva Tools technology for information media (Riadi et al., 2022), development of Power Point learning media based on Mind Mapping in thematic

learning for class V SDN 21 Pekanbaru (Putri & Ain, 2022), and e-learning media assistance applications Power Point 2016, I-Spring, and Website 2 APK Builder on the Flat Sided Space Building material are suitable for use in online learning (Lutfi et al., 2022).

Then, in 2023, the results of students' writing activities were displayed and presented in the form of power points before being collected as group assignments (Nurkanti & Lubis, 2023), the results of the research on the development of educational games based on power point were able to make all students enthusiastic about learning, as well as making students able to better understand the alphabet material presented using learning media (salsabila et al., 2023), technology integration in Arabic language learning using the Mumtaz Method Textbook with interactive Power Point features (Said & Ulwan, 2023), the use of interactive Powerpoint media to improve the learning outcomes of elementary school students (Budianti et al., 2023), and the use of Microsoft Power Point applications as interactive physics learning media for Diode material (Abdin et al., 2023).

Furthermore, in 2024, there will be a PowerPoint application based on iSpring Suite 11 which will be developed into an Arabic language learning medium (Ainiyah et al., 2024). Next, a Power Point-based educational game about science learning to support elementary school students' learning activities (Levitasari et al., 2024). Finally, in 2025 there was a PowerPoint PAI learning media whose quality was analyzed by students of the Islamic Religious Education Study Program (Yati et al., 2025).

Based on the literature review, it can be seen that PowerPoint is very popular in the learning process. PowerPoint can be used in thematic learning, mathematics with spatial geometry material, accounting, science, listening skills, mind mapping, Technological Pedagogical Content Knowledge (TPaCK), student group presentations, alphabet material, Arabic language learning, physics learning on Diode material, PAI, and even increasing students' enthusiasm and attraction in learning. However, studies related to how to present PowerPoint adapted from papers are still limited. Therefore, this research gap will analyze students' ability to

visualize their papers on educational PowerPoint. Educational arises because students as prospective educators are required to be able to master the skills in presenting the material they want to convey on PowerPoint. However, the PowerPoint must be educational so that it requires good guidelines so that the selection of core material to be displayed can be more targeted. Thus, this study will analyze students' ability to present the number of slides on PowerPoint and the mistakes made by students in visualizing them from the paper.

## RESEARCH METHOD

This research uses a qualitative descriptive research method. The data sources analyzed were taken from 11 groups.Guidance and Counseling Student.The data from this study are PowerPoint visualizations of 11 tasks.Scientific Paper Writing Course.The data presentation technique is done by observing and recording techniques. Data analysis is done by content analysis techniques. Data presentation is done descriptively and argumentatively.

## RESULTS AND DISCUSSION

### *Results*

The results of this study used data from 11 groups of Guidance and Counseling Students who took the Scientific Paper Writing Course. The data focused on students' abilities in presenting the number of slides on PowerPoint and student errors in visualizing papers into PowerPoint. Data identification was carried out in the form of a cover, introduction, discussion, closing, bibliography, and thanks. Furthermore, the identification was classified into 7 categories as follows. Cover (1) consists of: S1 (title), S2 (group name), S3 (student name), and S4 (student NPM). Introduction (2) consists of: PLBP (introduction), PLB1 (phenomenon facts), PLB2 (problem facts), PLB3 (literature facts), PLB4 (objective facts), PRM (problem formulation), and PTP (writing objectives). Discussion (3) consists of: JRM1 (answer to problem formulation 1), JRM2 (answer to problem formulation 2), JRM3 (answer to problem formulation 3),

JRM4 (answer to problem formulation 4), JRM5 (answer to problem formulation 5), JRM6 (answer to problem formulation 6), JRM7 (answer to problem formulation 7), and JRM8 (answer to problem formulation 8). Closing (4) consists of: Sim (conclusion) and Sar (Suggestion). The next categories are Bibliography (5), Thank You (6), and Others (7). Further explanation can be seen in Table 1. below.

Table 1. Students' Ability in Presenting the Number of Slides in PowerPoint

| Group Name | Number of Slides | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Introduction(2) | | | | | | | | Discussion (3) | | | | | | | | Closing (4) | | Bibliography (5) | Thank You (6) | Others (7) | Total (8) |
| | Cover (1) | PLBP | PLB1 | PLB2 | PLB3 | PLB4 | PRM | PTP | Ppem | JRM1 | JRM2 | JRM3 | JRM4 | JRM5 | JRM6 | JRM7 | JRM8 | Sim | Sar | | | | |
| K1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 14 |
| K2 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | | 0 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 1 | 0 | 9 |
| K3 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 1 | 115 | 127 |
| K4 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 10 |
| K5 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | 0 | | 1 | | | | 1 | | 1 | | 1 | 1 | 1 | 0 | 10 |
| K6 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 15 |
| K7 | 1 | 1 | 0 | | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 1 | 0 | 12 |
| K8 | 2 | 0 | 1 | 1 | | 1 | | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 1 | 1 | 11 |
| K9 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | | | 1 | | | | 1 | | 1 | 1 | 1 | 0 | 11 |
| K10 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 1 | 0 | 14 |
| K11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 10 |

Based on Table 1. above, it can be explained that students' abilities in presenting the number of slides in PowerPoint vary. K1 presents PowerPoint which there are no facts of the phenomenon, no bibliography, and the initial design of the template is still there and has not been deleted. K2 presents PowerPoint which has no facts of phenomena, no bibliography, and the initial template writing design still has not been deleted. K3 presents PowerPoint which has no facts of phenomena, the number of slides is too many, and the initial writing design of the template still has some that have not been deleted. K4 presents PowerPoint which has two slides on the cover, no purpose for writing, and no thanks. K5 presents PowerPoint which the cover is two slides, there are no phenomena facts, problem facts, literature facts, and objective facts. In addition, the formulation of the problem is too much, the objectives are also too many, and the discussion is not

specific. K6 presents PowerPoint which the cover is two slides, there are no facts about the phenomenon, and there is no bibliography. K7 presents PowerPoint which there are no facts about the phenomenon, the formulation of the problem, and the presentation of the discussion in the form of answers to the formulation of the problem are not in sync. K8 presents PowerPoint which the cover has two slides, there is no answer to the problem formulation, but there is only an introduction to the discussion. K9 presents PowerPoint which there are no phenomenal facts, problem facts, literature facts, objective facts, too many problem formulations, the objectives are also not focused to the point of presenting two different slides. K10 presents PowerPoint which the cover is 2 slides but it is complete. Lastly, K11 presents PowerPoint which there is no purpose of writing, no discussion, and no suggestions. Thus, the ability of students in presenting the number of slides from various categories can be seen which are appropriate and which are less appropriate. This can be an evaluation in the next learning process so that students can present the contents of the slides according to the visualization of their papers more educationally.

Then, the next analysis, namely student errors in visualizing papers in PowerPoint, can be seen in Table 2. as follows.

Table 2. Student Mistakes in Visualizing Papers in PowerPoint

| No. | Mistake | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | The initial design of the template has not been deleted | √ | √ | √ | | | | | | | | | 3 |
| 2. | Too many slides | | | √ | | | | | | | | | 1 |
| 3. | The cover is two slides | | | | √ | √ | √ | | √ | | √ | | 5 |
| 4. | There are no facts of phenomena | √ | √ | √ | | √ | √ | √ | | √ | | | 7 |
| 5. | There are no facts of the matter | | | | | √ | | | | √ | | | 2 |
| 6. | There are no literary facts | | | | | √ | | | | √ | | | 2 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 7. | There is no fact of purpose | | | | √ | | | √ | | 2 |
| 8. | There is no writing purpose | | | √ | | | | | √ | 2 |
| 9. | No discussion | | | √ | | | | | √ | 2 |
| 10. | No suggestions | | | √ | | | | | √ | 2 |
| 11. | There is no bibliography | √ | √ | | | √ | | | | 3 |
| 12. | No thanks | | | √ | | | | | | 1 |

Based on Table 2. above, it can be explained thatStudent errors in visualizing papers into PowerPoint are divided into 12 parts. The 1st error is the initial error of the template that has not been deleted by K1, K2, and K3. The 2nd error is the number of slides is too much by K3. The 3rd error is the cover is two slides by K4, K5, K6, K8, and K10. The 4th error is there are no facts of the phenomenon by K1, K2, K4, K5, K6, K7, and K9. The 5th error is there are no facts of the problem by K5 and K9. The 6th error is there are no facts of literature by K5 and K9. The 7th error is there are no facts of the purpose by K5 and K9. The 8th error is there is no purpose of writing by K4 and K11. The 9th error is there is no discussion by K4 and K11. The 10th mistake is that there is no suggestion by K4 and K11. The 11th mistake is that there is no bibliography by K1, K2, and K6. Finally, the 12th mistake is that there is no thanks by K4.

Thus, the gap of errors that have been made by students in visualizing their papers into PowerPoint. In fact, students should only follow the subtitles of the contents of the paper and present it to be more concise, dense, and interesting. There are groups that are less concerned with aesthetics with the discovery of the initial writing of the template design and there are also unused design remnants that have not been deleted, even though this gives the impression that the group is less prepared to present PowerPoint from each group. There are groups that consider that the presentation of facts of phenomena, facts of problems, facts of literature, and facts of objectives does not play an important role in the background, even

though the four facts can be very relevant clues related to the reasons researchers are motivated to discuss the topic. There are groups that assume that the conclusion can represent the discussion, even though the discussion is a different part from the conclusion. This difference in function makes the two parts have to be explained separately. There are groups that consider suggestions unnecessary, even though in the suggestions references to other studies can be provided that can be carried out or developed by further researchers. There are groups that do not present a bibliography, even though every expert statement quoted should have its source listed. Finally, there is a group that does not present a slide containing the word "Thank You", even though the word is the final closing of the PowerPoint. The word is also a manifestation of politeness in presenting.

***Discussions***

The discussion of this study contrasts with the findings Yati et al. (2025) which states that students' abilities in creating PowerPoint learning media vary and there is progress. However, understanding of design and mastery of features, such as the use of inappropriate images, small text sizes, and slides full of text are still lacking. Meanwhile, in this study, referring to the findings of students' abilities in presenting the number of slides on PowerPoint and errors in visualizing papers into PowerPoint.

The findings of the presentation of the number of slides in PowerPoint from 11 student groups can be seen in Figure 1 as follows.

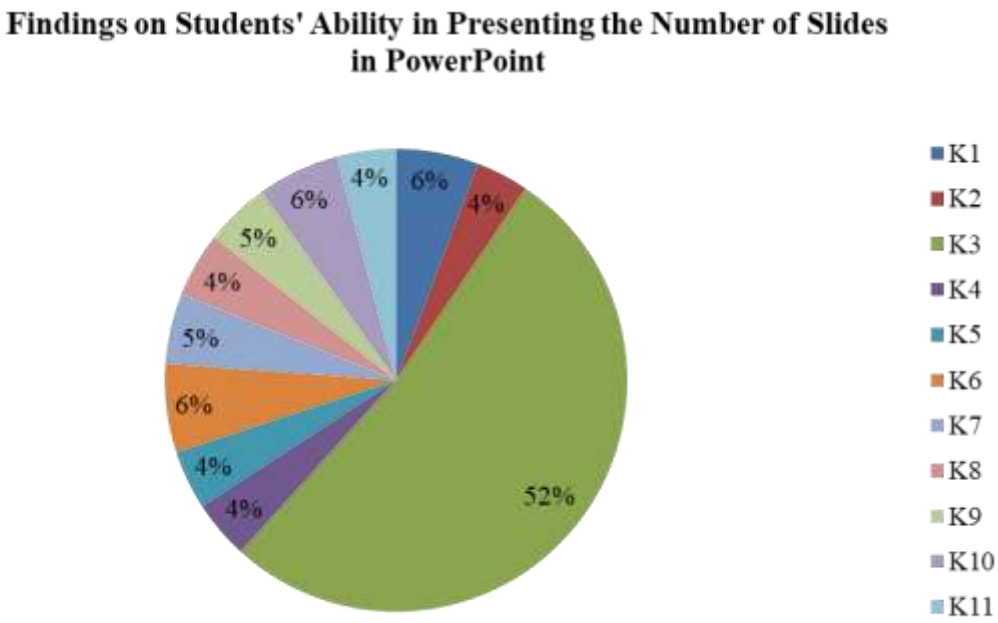


Figure 1. Findings of Students' Ability in Presenting the Number of Slides in PowerPoint

In Figure 1. above, it can be seen that the findings of students' ability to present the number of slides on PowerPoint based on categories can be presented as follows. K3 was able to present the number of slides on PowerPoint as many as 127 slides with a percentage of 52%. K1 and K10 presented the number of slides on PowerPoint as many as 14 slides. Meanwhile, K6 was able to present the number of slides on PowerPoint as many as 15 slides. K1, K10, and K6 can be presented as a percentage of 6%. K9 and K7 were able to present the number of slides on PowerPoint as many as 5%. K2 presented 9 slides, K11 presented 10 slides, K8 presented 11 slides, K5 presented 10 slides, and K4 presented 10 slides. K2, K11, K8, K5, and K4 can be presented as a percentage of 4%. Thus, the group with the largest number of slides is K3 with 127 slides with a percentage of 52%. This requires serious evaluation because it has exceeded the standard number of slides. The number of slides produced by other groups ranged from 9, 10, 11, 12, 14, to 15 slides. This number is still considered reasonable depending on the discussion. Therefore, students should be able to adjust the contents of the display per slide to

the number of slides in order to produce an educational PowerPoint.

Furthermore, the findings of errors in visualizing the paper into PowerPoint can be seen in Figure 2 as follows.

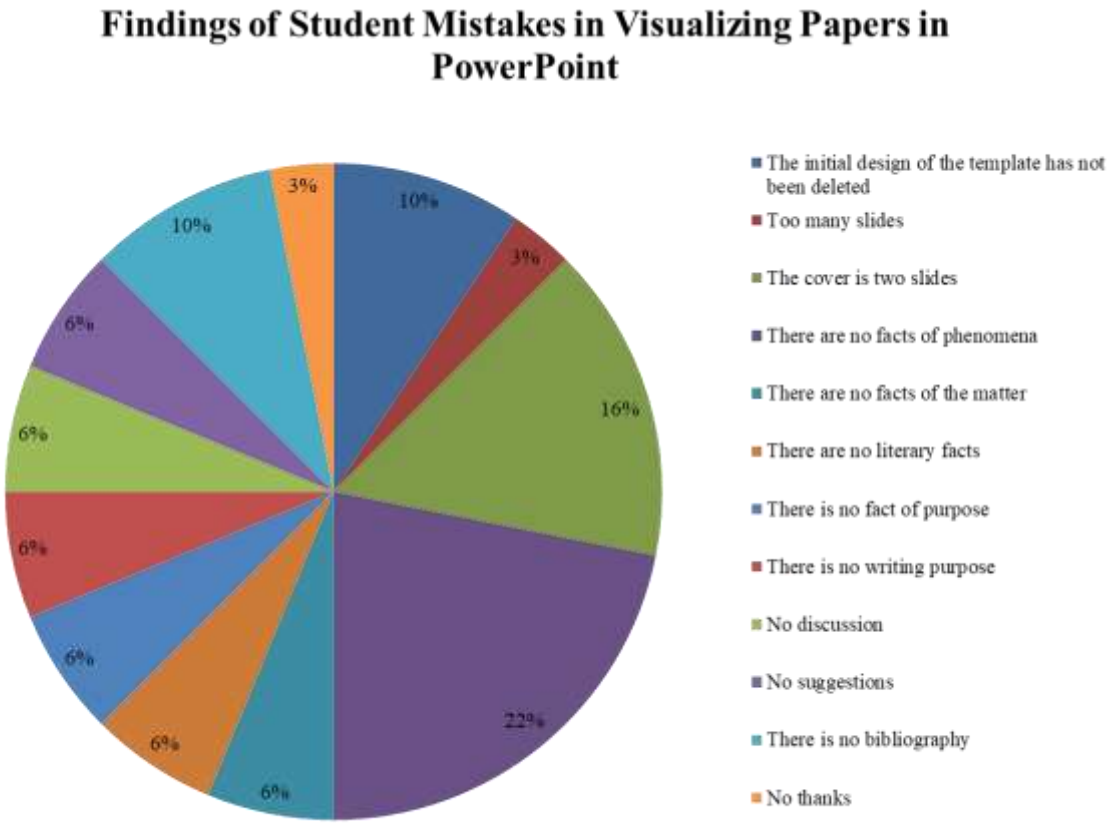


Figure 2. Findings of Errors in Visualizing Papers in PowerPoint

In Figure 2. it can be seen that the findings of student errors in visualizing papers into PowerPoint by students are divided into 12 parts as follows. Errors that do not present facts of phenomena are 22%. Errors that present the cover with two slides are 16%. Errors that present the initial design of the template that has not been deleted are 10%. Errors that do not present a bibliography are 10%. Errors that do not present facts of phenomena, do not present discussions, do not present the purpose of writing, do not present facts of problems, do not present literature facts, and do not present discussions are each 6%. Finally, errors that present too many slides and do not present thanks are each 3%. Thus, all of these error findings can

be used as evaluation materials for the next learning process so that students can avoid errors and present paper visualizations into PowerPoint more educationally.

This study has provided a description of how students' abilities are in visualizing papers into PowerPoint, both in presenting the number of slides and the mistakes that students tend to make in presenting them. The highest number of slide presentations from the results of data analysis is 127 slides and this has exceeded the presentation standard of 10 to 12 slides. This is because the number of slides affects the presentation time that will be carried out by each group. The more effective the number of slide presentations displayed, the more efficient the presentation time will be and vice versa. Related to the errors that appear, it shows that students are still limited in understanding the important things to represent the subtitles of each slide. After understanding these things, students will be able to visualize their papers into PowerPoint better, more effectively, and efficiently.

## CONCLUSION

The ability of students to visualize papers in educational PowerPoint is a study that supports the learning process in the Scientific Writing Course (in this case, papers). Papers are chosen because they have become routine assignments for students in their studies. Therefore, the ability to visualize the paper needs to be analyzed so that an evaluation can be carried out to improve it. The results of the analysis show that students' abilities in presenting the number of slides and the mistakes made are quite diverse. The highest ability of students to present slides is 127 slides at 52%, whereas it should only be around 10 to 12 slides. Meanwhile, the errors found were 12 parts, one of which was an error that did not present facts of the phenomenon at 22%. Thus, it is necessary to improve understanding of the elements of PowerPoint and what subtitles should be presented. Each slide should be able to represent the contents of important information from the paper. Therefore, the presentation of paper visualizations in PowerPoint must be more educational so that the information provided is more comprehensive.

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