

## The Influence of Multi-Platform Digital Media on Students' Skills in Presenting Work Results in Grade IV at MIS Nurul Iman

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### ABSTRACT

This study aims to determine the effect of multi-platform digital media on the skills of presenting students' work results in Grade IV at MIS Nurul Iman. The subjects of this study were all fourth-grade students totaling 25 students; therefore, the sample used was the total population, consisting of 25 students. This study employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. In its implementation, students were first given a pretest before the treatment, then provided with treatment in the form of the use of multi-platform digital media in the learning process, and subsequently given a post-test to determine the improvement in skills achieved. The data analysis techniques used in this study included validity testing through the expert judgment method and statistical testing using the Paired Sample t-Test. Based on the output of the Paired Sample t-Test, the significance value (sig. 2-tailed) obtained was  $0.000 < 0.05$ . Thus, it can be concluded that there was a significant difference in the average skills of presenting work results before and after using multi-platform digital media. The average pretest score was 61, while the average post-test score increased to 84. These results indicate that the use of multi-platform digital media had a positive effect on improving the skills of presenting students' work results in Grade IV at MIS Nurul Iman

**Keyword : Multi-Platform Media, Skills in Presenting Work Results, Natural and Social Sciences (IPAS), and Students**



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## 1. INTRODUCTION

Education is an intentional and organized process aimed at creating a learning environment and learning activities that encourage students to optimally develop their potential. The purpose of education includes not only intellectual development, but also the formation of character, morality, skills, and spiritual abilities that are beneficial for individuals and society. In today's digital era, advancements in information and communication technology have brought significant changes to the field of education, enabling students and teachers to interact and access information quickly and in real time (Bowen et al., 2020). These changes require the implementation of more innovative learning methods and media so that the learning process remains engaging, effective, and relevant to the needs of the digital generation.

One prominent strategy is the utilization of multi-platform digital media, which can increase students' engagement, motivation, and ability to present their work results. Learning media, whether physical or digital, function as intermediaries between teachers and students to facilitate understanding of the material and create a more effective and efficient learning process (Oemar Hamalik in Wulandari et al., 2023; Faizah et al., 2022). Platforms such as YouTube, [Canva](#), and [Wordwall](#) allow students to present their work interactively and creatively while being accessible from various devices, thereby improving communication skills and self-confidence (Ardani, 2024; Ardianti et al., 2021). However, interview results in Grade IV at MIS Nurul Iman revealed several obstacles, such as low self-confidence, difficulties in expressing ideas effectively, and limited access to learning resources.

In line with this, the use of multi-platform digital media is expected to become a solution to overcome these problems. With the various available features, digital media not only helps students present ideas and work in a more engaging way, but also provides opportunities for teachers to guide students more

personally and interactively. The integration of digital media into learning can encourage students to practice presentations repeatedly, receive constructive feedback, and collaborate in groups, thereby gradually building self-confidence and improving communication skills.

This study focuses on the effect of multi-platform digital media on the skills of presenting work results among Grade IV students at MIS Nurul Iman. It is expected that the findings of this study will provide a deeper understanding of the effectiveness of digital media in improving students' communication skills, creativity, and learning motivation. In addition, this study also aims to provide recommendations for teachers and school administrators in developing more innovative, efficient, and relevant learning methods that meet students' needs in the digital era. Therefore, digital media is expected not only to serve as a learning aid, but also as a means of developing students' overall potential.

## 2. RESEARCH METHOD

This study employed a one-group pretest-posttest design to evaluate the effect of multi-platform digital media on the skills of presenting work results among Grade IV students at MIS Nurul Iman. Students participated in a pretest to measure their initial ability in presenting Science material, particularly the topic of States of Matter and Their Changes. Furthermore, students were given treatment in the form of the use of digital media such as [Canva](#) and YouTube, which enabled the presentation of learning materials in an audio-visual and interactive manner. After the treatment, students participated in a posttest to assess changes in their presentation skills, with data analysis conducted comparatively between the pretest and posttest scores to identify significant improvements.

The study was conducted at MIS Nurul Iman, Medan, during the period of February–April, involving the entire fourth-grade student population totaling 25 students. The sample was selected using saturated sampling, meaning that the entire population was used as the research sample. The research variables consisted of the independent variable, namely the use of multi-platform digital media, and the dependent variable, namely students' skills in presenting work results. Presentation skills were defined as students' ability to convey information or creative work clearly, systematically, attractively, and interactively, with indicators including information organization, media use, creativity, communication, and interaction with the audience.

The research instrument used was a performance test in the form of a student presentation assessment sheet based on five aspects: (1) clarity of presentation, (2) use of Canva/YouTube media, (3) creativity in presentation, (4) ability to answer questions, and (5) interaction and body language. Each aspect was assessed using a scale of 1–4, ranging from 1 (Poor) to 4 (Very Good). This instrument was used to obtain objective data regarding the quality of students' presentations before and after the implementation of digital media, so that the effectiveness of digital media in improving students' skills in presenting work results could be analyzed clearly and systematically.

## 3. RESULTS AND DISCUSSION

This study aims to determine the effect of multi-platform digital media on the skills of presenting work results among Grade IV students at MIS Nurul Iman. Data collection was carried out through a pretest before the use of digital media and a posttest after the implementation of the media. The instrument used was a performance test sheet validated by experts to ensure its accuracy and feasibility, obtaining a feasibility percentage of 98.33%, which falls into the "very feasible" category.

The pretest results showed that the average student score was 60.6, with the lowest score being 52 and the highest 75, categorized as sufficient. The score distribution indicated that most students had not been able to present their work optimally. After the implementation of multi-platform digital media, the average posttest score increased to 83.76, with the lowest score being 73 and the highest 95. The analysis using the Paired Sample T-Test showed a significance value of  $0.000 < 0.05$ , so the alternative hypothesis was accepted, confirming that digital media had a significant effect on students' skills in presenting their work results.

This significant improvement indicates that multi-platform digital media, such as [Canva](#) and YouTube, are capable of supporting the learning process in a more interactive and creative way. These media facilitated students in conveying ideas with clear structures, attractive visuals, and confident

communication, making the learning process more effective and meaningful. These findings are consistent with previous studies (Yeni et al., 2023; Deti et al., 2023; Pendidikan et al., 2024), which demonstrated that digital media improve students' motivation, skills, and engagement in learning.

In addition, the use of multi-platform digital media also provided positive psychological impacts on students. Students became more motivated and enthusiastic in participating in learning activities because of the interactive media and attractive visuals, which reduced anxiety when presenting their work in front of the class. This supported the development of self-confidence, communication skills, and a sense of responsibility toward their work, all of which are important skills for their academic and social development.

Nevertheless, this study has several limitations, including the research location being limited to one class, the short duration of the study, and the focus solely on presentation skills without exploring other aspects such as creativity, collaboration, or critical thinking. Therefore, the results of this study demonstrate the effectiveness of multi-platform digital media in improving students' skills in presenting work results; however, further research is recommended in broader and longer-term contexts to obtain a more comprehensive understanding.

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that the skills of Grade IV students at MIS Nurul Iman in presenting their work results before the implementation of multi-platform digital media were still relatively low, with an average pretest score of 60.6. This indicates that the majority of students experienced difficulties in organizing, visualizing, and presenting their work systematically, attractively, and confidently. This condition emphasizes the need for interactive and engaging learning media to improve students' ability to present their work effectively.

After the implementation of multi-platform digital media, students' skills in presenting their work results showed a significant improvement, with the average posttest score reaching 81.32. Statistical analysis using the paired sample t-test produced a t-value of 14.806 with a significance level of 0.000 ( $<0.05$ ), confirming that there was a significant effect of multi-platform digital media on students' abilities. These findings demonstrate that the use of digital media not only improves students' technical skills in presenting their work, but also encourages creativity, self-confidence, and active involvement in the learning process.

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