Use of Prezi Software in Making Presentations at Elementary Schools for the Independent Curriculum

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Abstract— **Presentations in the form of Multimedia Presentation online can generate interest in students and help them understand the content to be communicated effectively, where the prezi program is a program that can create presentations in a modern style. and can be combined with programs in the management of many types of images and sounds, creating works that can be applied in various ways. The research objectives are 1) to find out whether the use of prezi software in making presentations is effective in elementary schools for the independent curriculum. 2) the effect of prezi software on student learning outcomes. 3) Obstacles in using prezi software. This research method uses quantitative methods, data obtained from google questionnaires from elementary school students. The results showed that prezi software was very influential on presentations in elementary schools as evidenced by student learning motivation. The conclusion of this research is that prezi software can be applied in presentations as evidenced by the results of research that the learning outcomes of elementary school students using prezi software increased by 80%.**

Keywords: Making Presentations, Merdeka Curriculum, Prezi Software

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I. INTRODUCTION

Today, humans are in an era where technology offers vast and unlimited sources of information and communication (McCarron et al., 2025; Reents, 2025; Sprenger et al., 2025). The rapid development of technology has become part of our daily lives, and education is no exception. Education ranging from basic education to higher education cannot be separated from the penetration of technology (Agustian & Salsabila, 2021) states from children to adults, experts to ordinary people

use technology in various aspects of their lives. Technology today has developed very rapidly. This is because technology now plays a very important role in the realm of education. Teachers are required to be able to follow the direction of technological development in accordance with the technological developments that are being followed by their students (Zoebaidha et al, 2020). Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Rachayu & Selviani et al, 2022).

Learning media is everything that is used as an intermediary or connector from the information provider, namely the teacher to the recipient of information or students which aims to stimulate students to be motivated and able to follow the learning process as a whole and meaningful (Hasan & Milawati et al, 2021). One of the learning strategies that utilize media is learning using interactive media. Learning using interactive media has a foundation that a person has the ability in the form of talent that is different from one another (Manurung, 2021) defines interactive multimedia as a combination of various media (file formats) in the form of text, images (vector or bitmap), graphics, sound, animation, video, interaction, etc.

The current curriculum in elementary schools is the 2013 curriculum and the emergency curriculum. In the new school year 2022/2023, elementary schools will begin to implement the independent curriculum (Jusuf & Sobari, 2022) The learning independence curriculum emphasizes diverse learning and focuses on fundamental information, so they have sufficient time to explore ideas and improve their skills (Indriani & Hidayati et al, 2023). The Merdeka Curriculum gives teachers the freedom to choose various teaching tools so that learning can be tailored to students' learning needs and interests (Rizkianidaa & Wurandini et al, 2023). This is a new curriculum issued by the government with the aim of restoring learning due to the Covid-19 case which caused a lag in previous learning (Indriani & Hidayati et al, 2023). In this independent curriculum, there are many.

The curriculum has always undergone changes in each period, not a few even argue that the adjustment of the curriculum program is associated with changes and adjustments to the government (Achmad, 2022). The independent curriculum supports the development of technology in education. Since 2011 technological advances in the world of education have actually developed rapidly, especially in developed countries (Rasmani, 2022). However, the Covid-19 epidemic is an opportunity for teachers to use technology in making presentations, especially digital media. There are many types of learning media that can be used to make presentations, including learning media that involves several types of media and equipment in an integrated manner in a learning process or activity. One of the multimedia learning is using Prezi software (Rohiman et al, 2019).

Prezi is a software that is used to create presentations (Rohiman et al, 2019). According to (Kurniawan, 2022) Prezi is an app designed to create engaging presentations. Prezi has many features that can be used to edit content. In addition to Microsoft power point, this application can also be used as an effective learning media. In addition to presentations, perzi can be used as a tool to explore and share ideas on a virtual canvas. Prezi is superior because the program uses a zooming user interface (ZUI), which allows prezi users to zoom in and out of the presentation media being opened. Prezi media is also cheap, practical and flexible because it can be stored and carried anywhere, can be used with online or ofline versions that only require a computer or tablet device and internet network (online version) (Huda & Hidayati et al, 2022).

Prezi is also a program that utilizes a zooming user interface (ZUI) that allows teachers to zoom in and out of presentation media. Prezi also functions as a tool or media to create presentations in linear and non-linear forms (Huda & Hidayati et al, 2022),

For example, a presentation in the form of a mind-map. Mind mapping learning is a technique in learning that can develop creativity, activeness, memorization, knowledge and student independence in achieving learning goals (Astuti, 2019). Mind mapping is a system that corresponds to the human brain's thinking system and is able to unlock and utilize the full potential and capacity of the human brain so as to ensure a higher level of creativity and thinking ability for its use. Mind mapping has enormous uses, especially for learning and teaching (Hsia et al., 2025; Li et al., 2025; Limiansi & Zuchdi, 2025). For learning purposes, mind mapping is very useful when summarizing, taking notes, and reviewing. For teaching purposes, mind mapping is good when educators take notes, prepare teaching materials and manage teaching time. Using mind mapping for learning and teaching purposes will greatly help the learning and teaching process itself.

(Huda & Hidayati et al, 2022) that the application of Prezi media in the learning process can make students able to improve their memory and understanding of what is taught through the colorful and varied Prezi displays. With the existence of learning that can improve memory and understanding by students can affect student learning outcomes, it is in line with what is expressed by (Nursita et al, 2022) that student understanding when treated using Prezi tends to be higher than when using teaching media through Microsoft Power Point (Sukmanasa & Kurnia et al, 2023) suggests the advantages and disadvantages of Prezi itself, including the following: (1) Display themes that are more varied than power point; (2) Interesting when in presentation mode, using its ZUI technology; (3) More simple in terms of making animations; (4) Cool options, which can be downloaded online. While the disadvantages are: (1) Because it only uses ZUI technology (zoomed display), this software looks monotonous; (2) The installation process requires an internet connection.

Based on previous research, several studies have been conducted in developing learning media

(Hazifah & Nurhaliza et al, 2022; Huda & Hidayati et al, 2022; Indriani & Hidayati et al, 2023; Putra & Kuswendi, 2021a; Rohiman et al, 2019; Supriyono, 2021; Zoebaidha et al, 2020) Previous research that has been described above has similarities and differences in its research. The similarities of these studies are both developing learning media and getting a good response by students. While the difference from each of these studies lies in the use of software used and the material discussed in the learning media from each study. However, in this study, renewal will be carried out from previous research, namely developing the use of Prezi software in making presentations at elementary schools for the independent curriculum.

II. RESEARCH METHODS

This research uses quantitative research. Quantitative research can be defined as a research method based on positive philosophy, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses (Efendi, 2021). In general, quantitative data sources can be obtained through servey by distributing questionnaires or questionnaires as research instruments. Thus, in collecting research data this time, the sever questionnaire is a crucial instrument, especially for collecting primary data in research. This research was conducted at UIN Mahmud Yunus Batusangkar on 20 (twenty) students, conducted from February 06, 2023 to April 18, 2023.

The research phase begins with analyzing and designing a questionnaire on the use of prezi software in making presentations at elementary schools for the independent curriculum. In this research, the primary data came from students of UIN Mahmud Yunus. The research procedure consists of: 1) Analyzing, 2) Making a questionnaire, 3) Distributing questionnaires to respondents, 4) Presenting data. This technique was chosen to obtain quick information about the topic and allow the population to become a research

sample. From the closed questionnaire technique, a research sample of 20 (twenty) people was obtained. The number is reviewed from the aspect of the respondent's background consisting of several study programs that follow Islamic religious education learning at Uin Mahmud Yunus Batusangkar.

The research data that has been collected in this study is a questionnaire. The type of questionnaire or questionnaire used in this study is a closed questionnaire or structured questionnaire (Closed Quistionaire), namely a questionnaire with answers that have been determined by the researcher with the aim that the respondent's answer matches the needs of the researcher. The aspects asked in this questionnaire are: 1) Response information, 2) Respondents' perceptions about the effectiveness of using prezi software as a tool for making presentations, 3) Respondents' windows in using prezi as a learning media tool. 4) The effect of prezi software on student learning outcomes, as an interactive learning media. While the answer choice consists of 4 answer options, namely 1 = Always 2 = Often 3 = Sometimes 4 = Never. The data analysis in this study was carried out by: 1) Grouping the average score of student answers in the questionnaire based on Likert scale categories, 2) Finding the percentage of student responses, 3) Interpreting student answers based on percentage results.

III. RESULT DISCUSION

In the digital era, educators must not only be able to use classic learning media but also modern learning media (Hasan & Milawati et al, 2021). Because some previous research shows a positive impact on learning media use in learning. The benefits of media in the learning process are to facilitate interaction between teachers and students so that learning will be more effective and efficient (Wahab & Junaedi, 2021). Not all learning materials can be conveyed verbally alone, but other tools are needed that can help transmit messages or concepts to students. Thus, it can be concluded that media is an integral part of the teaching and

learning process in order to achieve educational goals in general and learning goals in schools in particular.

The development of prezi can be used in accordance with educational objectives, prezi software as a media tool in making presentations at elementary schools, this is because prezi media uses an attractive visual display, both in terms of color, writing, motion, audio and video appearance. From the teacher's side, the content delivered becomes more interesting and in accordance with the material, for the student's side it can accelerate the understanding of the material conveyed by the teacher, the media in the form of a zooming user interface (ZUI) makes students more interesting than slide media. Research conducted by (Huda & Hidayati et al, 2022) shows that using prezi software is effective in making presentations. This research proves that students are more interested in participating in learning activities that use so that the class atmosphere becomes lively and students are more active when learning in class.

Before carrying out the research, the research first conducted a problem identification or initial observation to find out how things were during the prezi software data research process in making presentations (Lap et al., 2025; Rezai et al., 2025; Rogers & MacCormac, 2025). The results of the problem identification are as follows: In terms of respondents, the respondents were less attentive in filling out the questionnaire questions given so that the answers they filled in had difficulty in presenting the data. While in terms of the researchers themselves, among others: Researchers find it difficult to choose and apply the right questions to determine the effectiveness of using prezi software in making presentations. To find out how much the effectiveness of using prezi in making presentations, the researcher gave a questionnaire. The results are as follows:

No	Statement	SS	S	TS	STS
1	When explaining the material using prezi software, it is right for the	17%	41%	41%	0%

	material.				
2	Prezi software makes it easier for you to understand the lesson material.	17%	58%	23%	0%
3	Prezi software has been utilized according to student needs	17%	52%	29%	0%
4	Prezi software can accelerate students' understanding of the material	11%	47%	41%	0%
5	Prezi software in the form of a video is more interesting than text.	23%	52%	23%	0%
6	Learners find it easier to answer questions from the teacher because they use prezi software while learning.	17%	52%	29%	0%
7	The class atmosphere becomes lively and learners are more active when learning in class.	17%	52%	29%	0%

Table 1: Percentage of learners' responses to the use of prezi software in making presentations at elementary schools for the independent curriculum

Based on the respondents from the table above, in general, it can be seen how the respondents' views or opinions on the effective use of prezi software are applied as an application for making presentations. Where respondents choose with different answers, some choose always, often, sometimes, and never. Research conducted at UIN Mahmud Yunus Batusangkar with 20 respondents can be seen where students are more dominant in choosing often related to the effectiveness of prezi software in making presentations. The acquisition of data obtained from questions 1,2,3,4,5,6 and 7, from these questions it can be concluded that the percentage who choose always 17%, often 53%, sometimes 30% and no students who choose never. From the results obtained that many choose often because when viewed from the effectiveness of prezi software in making presentations this is a response to the use of prezi software in making presentations in general gives a positive reaction so that interest in learning increases. The results of this study are in accordance with the opinion (Nirfayanti & Syamsuriyawati, 2019) that prezi learning media presents concrete and realistic learning objects. So that students more easily accept learning materials and remember them, which results in improved learning outcomes.

The results of this study indicate that the use of prezi software in making presentations at elementary schools for the independent curriculum is one of the effective and appropriate learning media for school children because of the characteristics of children of primary education age, namely enjoying playing, moving, working in groups and enjoying demonstrating something directly. According to (Nasution & Sireger, 2019) He stated that one of the advantages of prezi is that it can accommodate various types of learning styles because prezi is designed to be able to display visual, audio, and animation media such as hand writing animation, cartoon animation, and transition effects that are more real and very easy to set up (Hati et al., 2025; Rajiah, 2025; Ursavaş et al., 2025). Thus, it will attract children's attention and distract them to learn.

N O	Question	Answer			
		Always	Often	Someti mes	Never
1	Teachers apply prezi software when doing presentations	23%	47%	29%	0%
2	Prezi software affects students' results	11%	64%	23%	0%
3	The use of prezi software by the teacher makes you happy in learning.	17%	35%	35%	11%
4	Prezi software plays an important role in increasing students' creativity.	17%	52%	29%	0%
5	Teacher displays interesting prezi software when learning	11%	58%	29%	0%
6	Teacher gives good feedback according to the meter using prezi software	11%	47%	41%	0%
7	The teacher is professional in delivering the meter using prezi software	41%	41%	17%	0%
8	Teacher selects and creates interesting content	35%	47%	17%	0%
9	interesting content so as to achieve the objectives	17%	41%	41%	0%
10	in the presentation	29%	41%	29%	0%

Table 2: The effect of prezi software on student learning outcomes.

Based on the respondents above, it can be seen that the percentage of students is more dominant in choosing often to several statements submitted by researchers, namely questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11. The aspects of the question are the influence of prezi software on the results of students as learning media. The percentage results chosen by 20 respondents (twenty), if collected can obtain data that chooses always 22%, often 47%, sometimes 30%, and never 1%. If analyzed from the results of data acquisition from respondents, it can be obtained that students choose often because prezi software has an effect on student results with teachers often using prezi software in delivering learning. It can be concluded that learning using prezi software is more influential than normal learning. This is consistent with the opinion (Ikram & Elvia et al, 2021) that soft prezi is more influential when compared to learning with conventional methods.

Related to the results of the above research, if analyzed, it can be gathered that the learning outcomes of students are affected by prezi software because prezi software is software that creates interesting content so that presentation objectives are achieved, and makes students happy when receiving material from the teacher's delivery. This is in line with (Putra & Kuswendi, 2021) which states that students' attitudes are very good such as accepting, paying attention, respecting, and listening to teachers who teach in front of the class. Students' enthusiasm increases because there are media images and animations displayed by the teacher that can make students excited and easy to understand (Kurniawan & Irmansyah, 2025; Svyntozelska et al., 2025). Prezi has the ability to integrate text, images, animations, audio, and video into one seamless presentation. Thus, students' learning outcomes are influenced by prezi software.

NO	Question	Answer			
		Always	Often	Sometimes	Never
1	There are obstacles in using prezi software to make presentations in class.nakan software prezi untuk melakukan presentasi di kelas	3%	35%	20%	41%

Table 3: Respondents' barriers in using prezi as a learning media tool.

Based on the results of the respondents in the table above, it can be seen that students give opinions related to obstacles in using prezi software to make presentations in class, from the table there are a number of students choosing always 3%, who choose often 35%, who choose sometimes 41%, and never 20% of the 20 students (twenty people). The percentage obtained through this questionnaire indicates that the obstacles or obstacles in using prezi software to make presentations in class most learners believe that there are no obstacles when using prezi software, while others believe that there are no obstacles when using prezi software in making presentations in class. This achievement illustrates that learners positively accept the use. However, those who choose to have this obstacle are due to weaknesses in the installation process requiring an internet connection, for math subjects it is difficult to enter symbols and because it only uses ZUI technology (zoomed display) (Sukmanasa & Kurnia et al, 2023).

IV. CONCLUSIONS

The conclusions of the above research if analyzed can indicate that as many respondents chose that there were never obstacles in using prezi software because prezi development has gone a long way. Therefore, it is able to solve user problems very well, as (Nasution & Sireger, 2019)

stated that Prezi was originally an internet-based software (software as a service) that could only be used online but now users can use this application offline after launching Prezi Desktop. The design of digital presentations using Prezi requires high creativity in its preparation so as to produce more unique, interesting and innovative presentation media.

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