An Analysis of Management Students' Perceptions toward the Use of AhaSlides as an Instructional Medium in the Presentation in English Course at a University in Sumenep

Analisis Persepsi Mahasiswa Manajemen terhadap Penggunaan AhaSlides sebagai Media Instruksional dalam Mata Kuliah Presentation in English di Universitas di Sumenep

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Article Info	Abstrak
	Perkembangan teknologi yang pesat mendorong penggunaan platform digital sebagai media pembelajaran di perguruan tinggi. Pendidik dituntut untuk menerapkan media pembelajaran yang mampu meningkatkan motivasi, keterlibatan, dan pemahaman mahasiswa. AhaSlides merupakan salah satu platform interaktif yang menyediakan fitur presentasi, audio, visual, dan audiovisual untuk mendukung kegiatan pembelajaran yang lebih dinamis. Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa terhadap penggunaan AhaSlides sebagai media pembelajaran pada mata kuliah Presentation in English. Penelitian ini menggunakan metode deskriptif kuantitatif. Subjek penelitian adalah mahasiswa Manajemen semester dua di sebuah universitas di Sumenep. Pengumpulan data dilakukan melalui kuesioner yang terdiri dari sebelas pernyataan, yaitu lima pernyataan untuk mengukur persepsi mahasiswa sebelum menggunakan AhaSlides dan enam pernyataan untuk mengukur persepsi mahasiswa setelah menggunakan AhaSlides. Hasil penelitian menunjukkan bahwa persepsi mahasiswa sebelum menggunakan AhaSlides berada pada kategori sangat buruk, yang mengindikasikan rendahnya motivasi dan kurang efektifnya proses pembelajaran. Namun, setelah penggunaan AhaSlides, persepsi mahasiswa meningkat secara signifikan dan berada pada kategori sangat baik. Temuan ini menunjukkan bahwa AhaSlides efektif dalam meningkatkan keterlibatan, motivasi, dan pemahaman mahasiswa terhadap materi menulis. Oleh karena itu, AhaSlides dapat dijadikan sebagai media pembelajaran yang efektif untuk meningkatkan kualitas proses pembelajaran pada mata kuliah Presentation in English. ***Kata kunci: AhaSlides; Keterlibatan Mahasiswa; Media Pembelajaran Digital***

Abstract

The rapid development of technology has encouraged the use of digital platforms as instructional media in higher education. Educators are expected to apply learning tools that can increase students' motivation, engagement, and understanding. AhaSlides is an interactive platform that provides features such as presentations, audio, visual, and audiovisual elements to support more dynamic learning activities. This

study aimed to analyze students' perceptions of the use of AhaSlides as an instructional medium in the Presentation in English course. The research employed a descriptive quantitative method. The participants were fourth-semester Management students at a university in Sumenep. Data were collected through a questionnaire consisting of eleven statements, including five statements measuring students' perceptions before using AhaSlides and six statements measuring their perceptions after its implementation. The results showed that students' perceptions before using AhaSlides were categorized as very poor, indicating low motivation and ineffective learning experiences. However, after the implementation of AhaSlides, students' perceptions improved significantly and were categorized as very good. This finding indicates that AhaSlides effectively enhances students' engagement, motivation, and understanding of Presentation materials. Therefore, AhaSlides can be considered an effective instructional medium to improve the quality of teaching and learning in the Presentation in English course.

INTRODUCTION

The advancement of technology in the field of education has shown rapid progress in recent years. Therefore, the role of technology in education must continue to develop, particularly in the teaching and learning process. Teaching and learning activities cannot be separated from the use of instructional media. Learning media function as supporting tools that facilitate teachers in delivering instructional materials and help students better comprehend the knowledge being taught. Media in the teaching and learning process are generally defined as graphic, photographic, or electronic tools that assist in understanding, managing, and organizing visual or verbal information (Moto, 2019). According to Sapriyah (2019), effective learning media should be manipulable and able to be seen, heard, and read. Based on these definitions, it can be concluded that learning media serve as tools to convey instructional messages effectively.

A learning medium is considered good and effective if it fulfils several criteria, such as aligning with learning objectives, being flexible and compatible with available facilities and learners' backgrounds, being durable for long-term use, and being capable of delivering sufficient instructional messages to students (Miftah, 2015). In the digital era, educators are expected to utilize various types of technology-based learning media in classroom activities. Teachers can integrate technologies such as audio, audiovisual materials, videos, and other digital applications that can be designed as instructional media to support the learning process.

In the even semester of the 2023/2024 academic year, fourth-semester Management students at a university in Sumenep took the Presentation in English (PIE) course. In this course, students were required to practice basic English communication skills through structured speaking activities based on given themes. However, it was found that students experienced difficulties in understanding spoken English materials, which consequently affected their ability to perform speaking tasks effectively. They encountered problems in comprehending the meaning of audio materials, which made it challenging for them to construct dialogues and practice oral communication.

To address this issue, the researcher, who was also the lecturer of the course, decided to modify the learning materials by providing incomplete listening transcripts. Students were required

to fill in the missing parts based on the audio they listened to. Through this activity, students were encouraged not only to focus on audio input but also to pay attention to visual elements in the form of written texts or graphics that supported their comprehension. The presence of visual assistance, particularly written text, enabled students to better process and interpret the audio content.

In this context, the researcher selected AhaSlides as an audiovisual learning medium to facilitate students' understanding through interactive presentations. Triningsih, as cited in Wulandari and Mudirilah (2022), states that AhaSlides simplifies the teaching and learning process by integrating technology, skills, and creativity. Designs created using AhaSlides are able to increase students' interest in learning activities and enhance their motivation through engaging presentations of instructional materials. Furthermore, Yundayani et al. (2019) argue that learning processes utilizing interactive digital platforms can improve students' analytical skills, supported by visualizations that help them comprehend the materials more easily.

AhaSlides is an online interactive presentation platform that provides various features for educational purposes, such as presentations, interactive quizzes, polls, and audiovisual content. It can be accessed through laptops or smartphones without requiring complex installation. This accessibility is particularly beneficial for students who do not own personal laptops, as they can still participate using their mobile devices. AhaSlides offers both free and paid versions. Even in its free version, educators can design effective audiovisual presentations to support learning activities. Before using AhaSlides, both teachers and students must log in using an active email account. After logging in, educators can select and customize presentation templates according to their instructional needs.

Therefore, the objective of this study is to investigate Management students' perceptions of the use of AhaSlides as an audiovisual instructional medium in the PIE course at a university in Sumenep.

METHOD

This study was conducted in the fourth semester of the 2025/2026 academic year. The subjects of this research were ten students of the Management program. All students provided responses in the form of questionnaires regarding their perceptions before and after using Canva as a learning medium.

This research employed a descriptive qualitative approach to identify and describe students' perceptions of the use of AhaSlides as a learning medium in the PIE course at a university in Sumenep. Data were collected by distributing questionnaires to the students through Google Forms. According to Sugiyono, as cited in Ningrum (2024), "a questionnaire is a method of collecting data by giving various questions to respondents to be answered."

The questionnaire consisted of eleven statements divided into two main parts: five statements measuring students' perceptions of learning activities before using AhaSlides and six statements measuring their perceptions after the implementation of AhaSlides. The six statements related to the use of AhaSlides were further categorized into three aspects, namely usefulness, understanding, and attitude, with each aspect represented by two statements. To measure students'

responses, the researcher employed a Likert scale based on Widoyoko (2017), which consisted of four response categories: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Furthermore, to determine the level of students' satisfaction for each statement, an interval Likert scale was applied as proposed by Ardhini and Ganggi (2019), as stated in Table 1.

Table 1. Likert Scale of Satisfaction

Score Interval	Criteria
1.00 – 1.75	Worse / Very Poor
1.76 – 2.50	Bad / Poor
2.51 – 3.25	Good
3.26 – 4.00	Very Good

Table 1 presents the interval Likert scale used to interpret students' responses in this study. The scale was applied to determine the level of students' satisfaction and perception toward each statement in the questionnaire. Scores ranging from 1.00 to 1.75 were categorized as *Worse (Very Poor)*, indicating a highly negative perception. Scores between 1.76 and 2.50 were classified as *Bad (Poor)*, reflecting an unfavorable response. Scores from 2.51 to 3.25 were categorized as *Good*, showing a positive perception, while scores between 3.26 and 4.00 were classified as *Very Good*, representing a highly positive perception. This classification helped the researcher systematically interpret the mean scores obtained from students' responses and clearly identify whether their perceptions of AhaSlides as a learning medium were negative, moderate, or positive.

RESULTS AND DISCUSIONS

Result

The results of the questionnaire responses given by the fourth-semester students of the Management program indicated that their perceptions before the lecturer used AhaSlides were categorized as very poor. The explanation can be seen in the figure below.

Students' Perceptions Before Using AhaSlides as a Learning Medium in the *Presentation in English* Course

P1: *Before the lecturer used AhaSlides, I was able to understand the audio content played in class.*

Figure 1. Students' Understanding of Audio Content Before Using AhaSlides

For statement P1, which examines students' understanding of audio content before the use of AhaSlides, the results show that 3 students (10%) strongly agreed and 3 students (10%) agreed that they were able to understand the audio materials well. Meanwhile, 12 students (40%) disagreed and another 12 students (40%) strongly disagreed. This indicates that the majority of students experienced difficulties in comprehending the audio content when the learning process relied only on listening activities. The mean score of 1.9 places this indicator in the bad (poor) category

P2: *Before the lecturer used AhaSlides, I felt that learning English especially in speaking was effective.*

For statement P2, concerning the effectiveness of learning PIE before the implementation of AhaSlides, the findings reveal that 21 students (70%) disagreed and 9 students (30%) strongly disagreed that the learning process was effective. None of the students expressed agreement. The mean score obtained was 1.7, which is categorized as bad (poor). This result suggests that students perceived the learning process as ineffective without the support of visual and interactive learning media.

P3: *Before the lecturer used AhaSlides, I was able to write examples of English dialogues well.*

For statement P3, which focuses on students' ability to write examples of English dialogues, the data show that 24 students (80%) disagreed and 6 students (20%) strongly disagreed with the statement. This indicates that most students found it difficult to construct written dialogue examples before the use of AhaSlides. The mean score of 1.8 falls into the bad (poor) category, showing that students' writing ability was still low.

P4: *Before the lecturer used AhaSlides, I was able to practice English dialogues orally well.*

Figure 4. Students' Ability to Practice Oral Communication Before Using AhaSlides

For statement P4, which evaluates students' ability to practice English dialogues orally, the results indicate that 18 students (60%) disagreed and 12 students (40%) strongly disagreed. The mean score of 1.6 is classified as worse (very poor). This demonstrates that students had serious difficulties in practicing oral communication skills without adequate visual support and interactive learning media.

P5: *Before the lecturer used AhaSlides, I felt happy when attending English classes.*

For statement P5, which addresses students' emotional responses toward learning PIE class before the use of AhaSlides, the findings show that 12 students (40%) disagreed and 18 students (60%) strongly disagreed that they felt happy during the learning process. This suggests that most students felt uninterested and unmotivated when attending the class. The mean score of 1.4 is categorized as worse (very poor).

Overall, students' perceptions of the learning process before the implementation of AhaSlides were predominantly negative. Audio comprehension (1.9), learning effectiveness (1.7), and writing ability (1.8) were categorized as bad (poor), while oral practice ability (1.6) and learning enjoyment (1.4) were categorized as worse (very poor). The overall mean score of 1.68 indicates that students' perceptions before using AhaSlides as a learning medium were in the very poor category. This finding highlights that a learning process which relies mainly on audio materials without sufficient visual and interactive support is not effective in facilitating students' comprehension, skill development, and learning motivation.

Based on students' assessments of the learning process prior to the implementation of AhaSlides in the PIE course, the researcher compiled the average scores of all evaluated indicators, as shown in Table 2. These indicators represent key aspects of the learning process, namely audio

comprehension, learning effectiveness, writing ability, oral practice ability, and learning enjoyment.

Table 2. Summary of Students' Perceptions Before Using AhaSlides as a Learning Medium

Indicator	Mean	Category
Audio comprehension	1.9	Bad (Poor)
Learning effectiveness	1.7	Bad (Poor)
Writing ability	1.8	Bad (Poor)
Oral practice ability	1.6	Worse (Very Poor)
Learning enjoyment	1.4	Worse (Very Poor)
Overall Result	1.68	Worse (Very Poor)

Table 2 demonstrates that students' audio comprehension obtained a mean score of 1.9, which falls into the *bad (poor)* category. This result indicates that students experienced considerable difficulties in understanding the listening materials when the learning process relied solely on audio without adequate visual support. Similarly, the mean score for learning effectiveness was 1.7, also categorized as *bad (poor)*, suggesting that students perceived the overall learning process as ineffective in facilitating their understanding and engagement.

Furthermore, students' writing ability achieved a mean score of 1.8, which is likewise classified as *bad (poor)*. This finding implies that students encountered problems in composing written English dialogues, possibly due to their limited comprehension of the audio materials and lack of visual guidance. In addition, oral practice ability recorded a mean score of 1.6, which is categorized as *worse (very poor)*. This result reveals that students faced serious challenges in practicing spoken communication, highlighting the inadequacy of the learning approach in supporting oral skill development.

The lowest mean score was obtained in the indicator of learning enjoyment, with a value of 1.4, which also falls into the *worse (very poor)* category. This indicates that students generally felt uninterested, unmotivated, and disengaged during the learning process before AhaSlides was used. A lack of interactive and visually appealing media likely contributed to students' negative emotional responses toward the course.

Overall, the aggregated mean score of all indicators was 1.68, which places students' perceptions of the learning process in the *very poor* category. This finding clearly suggests that the conventional learning method employed before the integration of AhaSlides was not effective in promoting students' comprehension, skill development, and motivation. The dominance of low scores across all indicators emphasizes the urgent need for more interactive, visual, and technology-based learning media to enhance the quality of instruction, particularly in courses that involve listening and speaking components such as *Presentation in English*.

Students' Perceptions After Using AhaSlides as a Learning Medium in the *Presentation in English* Course

After the implementation of AhaSlides as a learning medium in the PIE course with 30 students as the research subjects, students' perceptions showed a clear improvement in terms of usefulness, understanding, and attitude toward the learning process.

1. Students' Perceptions from the Aspect of Usefulness

P1: *Using AhaSlides improves the effectiveness of my learning.*

From the aspect of usefulness, the first statement (P1) examined whether AhaSlides improved students' learning effectiveness. The results show that 6 students (20%) strongly agreed and 24 students (80%) agreed that the use of AhaSlides made their learning more effective. No students expressed disagreement. The mean score obtained was 3.2, which is categorized as *good*. This finding indicates that AhaSlides successfully enhanced the effectiveness of the learning process by providing more engaging and interactive learning experiences.

P2: *Using AhaSlides helps improve my ability to practice Presentation skill.*

The second statement (P2) focused on whether AhaSlides helped improve students' ability to practice Presentation skill. The data reveal that 12 students (40%) strongly agreed and 18 students (60%) agreed that their communication practice skills improved after using AhaSlides. The mean score was 3.4, which falls into the *very good* category. This result suggests that AhaSlides was highly effective in supporting students' practical communication skills. Based on both statements, students' perceptions from the aspect of usefulness reached an average mean score of 3.3, which is categorized as *very good*. This shows that AhaSlides was perceived as a highly beneficial instructional medium.

Table 3. Summary of Students' Perceptions from the Aspect of Usefulness

Indicator	Mean	Category
Learning effectiveness	3.2	Good
Improvement of ability	3.4	Very Good
Average	3.3	Very Good

Table 3 presents a summary of students' perceptions from the aspect of usefulness after using AhaSlides as a learning medium in the PIE course. The indicator of learning effectiveness obtained a mean score of 3.2, which is categorized as *good*, indicating that AhaSlides was considered effective in supporting and improving the learning process. Meanwhile, the indicator of improvement of ability achieved a higher mean score of 3.4, which falls into the *very good* category, showing that AhaSlides significantly contributed to enhancing students' practical communication skills. Overall, the average mean score of 3.3, categorized as *very good*, demonstrates that students perceived AhaSlides as a highly useful instructional medium that effectively supported both learning effectiveness and skill development.

2. Students' Perceptions from the Aspect of Understanding

P1: *Using AhaSlides makes learning more flexible and easier to understand.*

From the aspect of understanding, the first statement (P1) examined whether AhaSlides made learning more flexible and easier to understand. The findings show that 15 students (50%) strongly agreed and 15 students (50%) agreed that AhaSlides helped them understand the learning materials more easily. The mean score was 3.0, which is categorized as *good*. This indicates that all students perceived AhaSlides as supportive, with equal proportions feeling that it made learning easier and much easier.

P2: *The features in AhaSlides, such as images, text, and audio, help me understand the learning materials.*

The second statement (P2) evaluated whether the features in AhaSlides, such as images, text, and audio, facilitated students' comprehension of the materials. The results indicate that 18 students (60%) strongly agreed and 12 students (40%) agreed that these features helped them understand the learning content. The mean score was 3.6, which is classified as *very good*. This shows that the multimedia features of AhaSlides played a significant role in improving students' comprehension. Overall, the average mean score for the aspect of understanding was 3.3, which is categorized as *very good*.

3. Students' Perceptions from the Aspect of Attitude

There were two statements used to measure students' attitudes, which refer to their feelings and emotional responses toward the use of AhaSlides in the PIE course.

P1: *I feel happy when the lecturer uses AhaSlides presentations in learning Presentation or speaking skill.*

From the aspect of attitude, which represents students' emotional responses toward the use of AhaSlides, the first statement (P1) investigated students' feelings of enjoyment. The results show that 9 students (30%) strongly agreed and 21 students (70%) agreed that they felt happy when AhaSlides was used in learning activities. The mean score obtained was 3.3, which is categorized as *very good*. This indicates that AhaSlides contributed to creating a more enjoyable learning atmosphere.

P2: *I feel motivated when the lecturer uses AhaSlides presentations in learning Presentation or speaking skill.*

Figure 11. Students' Motivation in Learning Activities

The second statement (P2) focused on students' motivation in learning. The findings reveal that 6 students (20%) strongly agreed and 24 students (80%) agreed that they felt more motivated when AhaSlides was used in class. The mean score was 3.2, which falls into the *good* category. This shows that AhaSlides positively influenced students' motivation to participate in

learning activities. Based on these results, students' perceptions from the aspect of attitude reached an average mean score of 3.2, which is categorized as *good*.

Summary of Students' Perceptions After Using AhaSlides

To provide a clearer overview of students' perceptions after the implementation of AhaSlides as a learning medium, the researcher summarizes the results from the three main indicators, namely usefulness, understanding, and attitude. The average mean scores of each indicator are presented in Table 4, which represents the overall evaluation of students' responses after using AhaSlides in the PIE course.

Table 4. Summary of Students' Perceptions After Using AhaSlides

Indicator	Mean	Category
Usefulness	3.3	Very Good
Understanding	3.3	Very Good
Attitude	3.2	Good

Table 4 summarizes students' perceptions after using AhaSlides as a learning medium in the PIE course and shows highly positive results across all indicators. With 30 students as the research subjects, the aspect of usefulness obtained a mean score of 3.3, which is categorized as *very good*, indicating that AhaSlides was perceived as highly beneficial in improving learning effectiveness and supporting students' communication practice skills. Similarly, the aspect of understanding also achieved a mean score of 3.3 (*very good*), demonstrating that AhaSlides effectively facilitated students' comprehension of the learning materials through its multimedia features such as text, images, and audio. Meanwhile, the attitude reached a mean score of 3.2, which falls into the *good* category, reflecting that students generally felt happy, motivated, and emotionally engaged when AhaSlides was used in the learning process. Overall, these findings strongly indicate that AhaSlides is an effective learning medium that enhances learning effectiveness, improves students' understanding, and fosters positive emotional engagement and motivation in the PIE course.

Discussion

The results presented in Table 3 show that students perceived AhaSlides as a highly useful learning medium, as indicated by the overall mean score of 3.3, which falls into the *very good* category. This finding supports the view that digital and interactive learning media play an important role in enhancing students' learning experiences. According to Bond et al. (2020), the integration of interactive digital technologies in higher education promotes student engagement and supports more active learning environments. When students interact with technology that is visually attractive and pedagogically meaningful, they tend to show higher involvement and more positive learning attitudes. Thus, the high usefulness score obtained in this study reflects students' recognition of AhaSlides as a tool that effectively supports their learning process.

The indicator of learning effectiveness, which achieved a mean score of 3.2 (*good*), suggests that AhaSlides helped make the learning process more efficient and structured. This finding is in line with the study by Schindler et al. (2020), who argue that educational technologies that

encourage interaction and immediate feedback can improve learning effectiveness by increasing students' focus and participation. In addition, this result is supported by Ilahi and Prayogo (2022), who found that the use of interactive and visually supported instructional models significantly improved students' English Presentation performance and engagement in online learning. Their study emphasizes that learning media which integrate visual elements and active student involvement can enhance students' understanding and learning outcomes. In language learning contexts, especially in courses like Presentation in English, technology-supported instruction allows students to process materials more actively than traditional lecture-based approaches, leading to better comprehension, higher participation, and improved performance (Schindler et al., 2020; Ilahi & Prayogo, 2022).

Furthermore, the indicator of improvement of ability, which obtained a mean score of 3.4 (*very good*), indicates that students felt AhaSlides significantly enhanced their practical communication skills. This result is consistent with the findings of Alakrash and Razak (2021), who reported that multimedia-based learning environments positively affect students' speaking and communication abilities by providing richer input and more engaging practice opportunities. Interactive platforms that combine audio, text, and visuals create more authentic learning experiences, which are crucial for developing communicative competence in English.

In terms of understanding, the high mean score of 3.3 (*very good*) confirms that AhaSlides helped students comprehend the learning materials more easily. This supports the research by Parra-González et al. (2021), who found that multimedia learning environments facilitate better comprehension because they present information through multiple modes, allowing students to connect abstract concepts with concrete representations. The combination of images, written text, and audio in AhaSlides appears to have reduced cognitive load and supported students in processing learning materials more effectively.

The positive results in the usefulness and understanding aspects are also closely related to students' motivation and engagement. As noted by Martin and Bolliger (2020), technology-enhanced learning tools that promote interaction and collaboration tend to increase students' motivation and emotional involvement in the learning process. When students feel that a learning platform is helpful and easy to understand, they are more likely to develop positive attitudes toward the course and participate more actively in classroom activities. This explains why AhaSlides was perceived as both beneficial and supportive in this study.

Overall, the findings of this research are consistent with recent studies emphasizing the effectiveness of interactive digital learning media in higher education. As highlighted by Tang et al. (2021), technology-based learning platforms can significantly improve students' learning outcomes, skills development, and engagement when they are properly integrated into instructional practices. Therefore, the high scores obtained in the usefulness indicator demonstrate that AhaSlides is not only perceived as a supportive learning medium but also as an effective tool that enhances learning effectiveness, improves students' communication abilities, and fosters better understanding in the PIE course.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the students' responses before using AhaSlides as a learning medium, their perceptions were categorized as very poor. This occurred because, prior to using AhaSlides, students relied solely on audio materials without visual support such as written texts or images. The absence of visual elements made it difficult for them to comprehend the listening materials. This lack of comprehension further affected their ability to practice Speaking (formal speaking) skill, especially in speaking (formal speaking) and performing dialogues, such as telephone-based English conversations that were expected to be practiced orally.

After the implementation of AhaSlides, students' perceptions changed significantly in a positive direction. From the aspect of usefulness, AhaSlides was found to improve learning effectiveness and enhance students' ability to practice communication skills. Students demonstrated a very good perception in this aspect. From the aspect of understanding, students also showed a very good perception. They were able to understand the learning materials more easily due to the flexibility of AhaSlides, which can be accessed online anytime and anywhere. Moreover, features such as images, graphics, written texts, and audio embedded in each slide helped students comprehend the instructional content more effectively.

Finally, from the aspect of attitude, which represents students' emotional responses, students demonstrated a good perception. They reported feeling happier and more motivated during the learning process when AhaSlides was used as the instructional medium in the PIE course.

Overall, the findings indicate that AhaSlides is an effective audiovisual learning medium that positively influences students' perceptions in terms of usefulness, understanding, and attitude toward learning.

Suggestions

Based on the findings of this study, several suggestions are proposed to improve the implementation of AhaSlides as a learning medium in the PIE course:

1. For Lecturers
   Lecturers are encouraged to integrate AhaSlides more consistently in teaching and learning activities, especially in courses that require listening and speaking practice. The combination of audio, visual, and interactive elements can help students understand materials more effectively and increase their engagement in class.

2. For Students
   Students should actively utilize AhaSlides both inside and outside the classroom. They are encouraged to access the materials independently, review the presentations, and practice communication skills using the features provided to enhance their learning outcomes.

3. For Educational Institutions
   Universities are advised to provide training or workshops for lecturers on how to design effective

and interactive learning media using AhaSlides. Institutional support in terms of internet access and digital facilities is also essential to maximize the use of technology-based learning media.

4. For Future Researchers

    Future studies may involve a larger number of participants and different study programs to obtain more comprehensive and generalizable results. Researchers are also encouraged to use experimental or mixed-method designs to examine not only students' perceptions but also the impact of AhaSlides on students' learning achievement, motivation, and communication skills.

5. For Curriculum Development

    The integration of interactive digital media such as AhaSlides should be considered as part of curriculum innovation. This will support the development of more student-centered, engaging, and technology-enhanced learning environments.

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