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Transformasi Keterampilan Presentasi Mahasiswa di STKIP Tunas Papua Yahukimo melalui Pelatihan PowerPoint Berbasis AI

Transformation of Presentation Skills of Students at STKIP Tunas Papua Yahukimo through AI-Based PowerPoint Training

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Abstrak:
Pelatihan keterampilan PowerPoint berbasis AI pada Mahasiswa di STKIP Tunas Yahukimo bertujuan untuk meningkatkan keterampilan mahasiswa dalam membuat presentasi yang lebih efektif dan menarik dengan memanfaatkan teknologi AI. Mengingat keterbatasan infrastruktur di daerah tersebut, pelatihan ini dirancang untuk memperkenalkan berbagai fitur PowerPoint berbasis AI yang dapat membantu mahasiswa dalam merancang slide, menyampaikan materi, dan meningkatkan kualitas presentasi mereka. Metode pelatihan meliputi pengenalan dasar PowerPoint, tutorial penggunaan template berbasis AI, demonstrasi langsung, serta sesi praktik interaktif. Hasil pelatihan menunjukkan peningkatan yang signifikan dalam keterampilan mahasiswa dalam membuat presentasi menggunakan PowerPoint berbasis AI, terutama dalam hal desain visual dan interaktivitas. Kontribusi dari pelatihan ini adalah pemberian keterampilan praktis kepada mahasiswa untuk dapat mengaplikasikan teknologi ini dalam tugas kuliah dan presentasi akademik mereka, serta membuka peluang pengembangan lebih lanjut dalam pembelajaran berbasis teknologi di daerah terpencil.

Kontribusi: *Kontribusi artikel ini adalah menawarkan model pelatihan penginjilan pribadi berbasis pembelajaran partisipatif dan pengalaman (participatory and experiential learning) yang memperkuat kompetensi spiritual, keterampilan komunikasi, serta keterlibatan sosial jemaat dalam pelayanan masyarakat secara berkelanjutan.*

Kata Kunci: *powerpoint berbasis AI; pelatihan keterampilan; mahasiswa STKIP; presentasi efektif; teknologi Pendidikan.*

Abstract: AI-based PowerPoint skills training for students at STKIP Tunas Papua Yahukimo aims to improve students' skills in creating more effective and engaging presentations by utilizing AI technology. Given the limited infrastructure in the area, this training is designed to introduce various AI-based PowerPoint features that can help students design slides, deliver material, and improve the quality of their presentations. The training methods include an introduction to the basics of PowerPoint, tutorials on using AI-based templates, live demonstrations, and interactive practice sessions. The

training results showed a significant improvement in students' skills in creating presentations using AI-based PowerPoint, especially in terms of visual design and interactivity. The contribution of this training is to provide students with practical skills to apply this technology in their college assignments and academic presentations, as well as to open up opportunities for further development in technology-based learning in remote areas.

Contribution: The main contribution of this article is the development of a participatory and experiential personal evangelism training model that strengthens participants' spiritual competence, communication skills, and social engagement, thereby promoting sustainable faith-based community ministry.

Keywords: AI-based PowerPoint; skill training; STKIP students; effective presentations; educational technology

INTRODUCTION

Higher education is currently increasingly influenced by technological developments, especially in the field of multimedia-based learning. One important tool in the world of education is presentation applications such as PowerPoint, which are now increasingly developing with the integration of artificial intelligence (AI) technology. AI-based technology offers various advanced features, such as automatic presentation creation and interactive design, which can improve the quality of learning.[1] However, students in remote areas, such as Yahukimo, Papua, often face difficulties in accessing this technology due to limited infrastructure and adequate equipment.[2] This community service program aims to overcome these limitations by providing AI-based PowerPoint skills training to students at STKIP Tunas Papua Yahukimo. With this training, it is hoped that students can improve the quality of their presentations, which in turn can improve the effectiveness of academic communication.

STKIP Tunas Papua Yahukimo is one of the higher education institutions in Yahukimo that is committed to improving the quality of education in the region. However, students there often have difficulty accessing the latest technology, including the hardware and software needed to create attractive and effective presentations. According to previous research, although PowerPoint is a commonly used tool, many students have

[1] Dina Amalia, Bagus Khairun Nasyirin, and Shofiyatul Hana, "Innovation in Interactive Presentation Media through Training in the Use of the Prezi Application," *Sarwahita: Journal of Community Service* 21, no. 1 (2024): 74-85, https://doi.org/10.21009/sarwahita.211.7.

[2] Darmawan Darmawan, Rikardus Nasa, and Ahmad Yani, "Assistance for Teachers at MIS Muhammadiyah Darussalam in Improving the Quality of Multimedia-Based Learning," *Jurnal SOLMA* 8, no. 2 (2019): 171-180, https://doi.org/10.29405/solma.v8i2.3563.

not taken advantage of its AI features to improve the quality of their presentations.[3] This training program aims to equip students with more advanced skills so that they can more effectively convey academic material through attractive and interactive visual presentations.

The use of AI in education has shown a significant improvement in the quality of presentations and learning. For example, Amrullah et al. showed that training using tools such as Canva AI can improve teachers' ability to create presentations that are more interactive and engaging for the audience.[4] This is in line with the findings of Insani et al., who emphasize the importance of using technology in creating engaging online presentations, which can help make the learning process more effective.[5] However, the biggest challenge in implementing this technology is the low level of user skills in remote areas, which requires special attention in providing appropriate training that is tailored to local needs.[6]

In addition, research by Sunaengsih et al. also revealed that the use of AI in the creation of learning media has a positive impact on students' creativity and understanding of the material.[7] Therefore, this community service program is not only relevant to local needs but also in line with global trends in utilizing AI technology to support more interactive and effective learning. This program aims to empower STKIP Tunas Papua Yahukimo students in utilizing technology to improve the quality of their presentations, as well as provide a deeper understanding of AI technology that can be applied in the world of education.

The purpose of this community service is to develop AI-based PowerPoint skills among STKIP Tunas Papua Yahukimo students, particularly in terms of creating more

[3] Puguh Jayadi, Fitra Pinandhita, and Juwari, "Optimizing Artificial Intelligence-based Digital Learning Media at SDIT AUM for an Innovative Digital Era," *POTENSI: Journal of Community Service* 1, no. 4 (2024): 26-35, https://doi.org/10.61689/potensi.v1i4.12.

[4] M. Fikri Amrullah, Nur Hanisah, and Alviansyah Jaya Putra, "Improving the Ability to Create Interactive PPTs through Canva AI Training for Early Childhood Education Teachers in Badak Village," *Kapas: Collection of Community Service Articles* 3, no. 2 (2024): 200-209, https://doi.org/10.30998/ks.v3i2.3202.

[5] Aulia Insani et al., "Utilizing PowerPoint to Create Engaging Online Presentations for Early Childhood Education Teachers," *KANIGARA: Journal of Community Service* 1, no. 1 (2021): 73-76, https://doi.org/10.36456/kanigara.v1i1.3160.

[6] Winda Widya Ariestya et al., "Training on the Use of Artificial Intelligence in Learning at SD Global Islamic School Depok," *Jurnal Pengabdian Masyarakat Bangsa* 2, no. 3 (2024): 712-718, https://doi.org/10.59837/jpmba.v2i3.877.

[7] Cucun Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media Through Learning Innovation Seminars," *Jurnal Pasca Dharma Pengabdian Masyarakat* 4, no. 1 (2023): 11-17, https://doi.org/10.17509/pdpm.v4i1.51461.

engaging and communicative presentations. With this training, students are expected to improve the effectiveness of their academic communication, both in delivering lecture material and in completing other assignments and presentations.[8] In addition, this training aims to provide practical experience that can be directly applied in their lecture assignments, given the importance of good presentation skills in higher education. By understanding and mastering the use of AI features in PowerPoint, students are expected to be able to optimize the visual presentation of information, making it more interesting and easier to understand.

This training program makes an important contribution to students at STKIP Tunas Papua Yahukimo by improving the quality of their presentations through advanced technologies such as AI. This is in line with the government's efforts to improve the quality of education in remote areas by utilizing digital technology.[9] This program also helps students develop skills that are highly sought after in the professional world, where the ability to present information effectively is a highly valued skill. In addition, this program has a direct impact on improving students' competence in accessing and utilizing technology, opening up opportunities for further development in the field of technology-based education in the region.

METHODS

This training program is designed to provide 163 students at STKIP Tunas Papua Yahukimo with practical knowledge and skills in using AI-based PowerPoint to create effective and engaging presentations. This training covers the basics of PowerPoint as well as AI features such as automatic design, visual data analysis, and the use of AI-based templates that can simplify the creation of presentation slides.[10] The methods used in this training consisted of several sessions, including tutorial presentations discussing various AI-based PowerPoint features, live demonstrations on how to use these features, and interactive practice sessions where students could directly create presentations using AI.

[8] Angela Klaudia Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications for Teachers at SMK Elanus Ruteng," *SOLMA Journal* 13, no. 2 (2024): 907-920, https://doi.org/10.22236/solma.v13i2.14775.

[9] Endang Priyanti and Haryanto Haryanto, "The Use of Information and Communication Technology in Supporting Learning in Early Childhood Education," *Jurnal Obsesi: Journal of Early Childhood Education* 7, no. 4 (2023): 4585-4598, https://doi.org/10.31004/obsesi.v7i4.4124.

[10] Amrullah, Hanisah, and Putra, "Improving the Ability to Create Interactive PPTs through Canva AI Training," 200-209.

With this approach, it is hoped that students can understand the concepts theoretically while also gaining practical experience in their use. In addition, this training also involves evaluation to ensure that students can master the skills taught.[11]

This training activity was conducted on August 26-29, 2025, from 8:00 a.m. to 12:00 p.m. WIT, targeting 163 students of STKIP Tunas Papua Yahukimo, located at Jalan Ngalik 008 RT 002 RW 003, Telkomsel Complex, Dekai Village, Dekai District, Yahukimo Regency, Papua Province. The main focus of this community service program is on developing AI-based presentation skills. The STKIP Tunas Papua Yahukimo campus is the training location, which provides classrooms with supporting facilities such as computers and projectors to support the training activities. The training process begins with an introduction to the basics of PowerPoint and an introduction to the AI features available in this software. The training lasted for four days, with each day divided into theory sessions discussing basic concepts and practice sessions allowing students to directly practice the skills they had learned. This activity is also designed so that students can apply the skills they have acquired in completing college assignments and other academic presentations.[12]

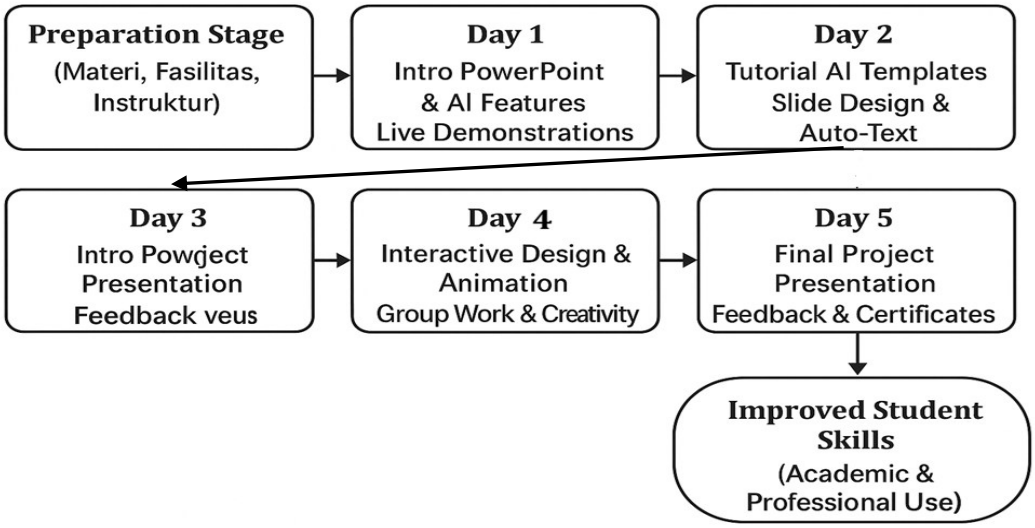


Figure 1. Community Service Flowchart

[11] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920.

[12] Insani et al., "Utilizing PowerPoint to Create Engaging Online Presentations," 73-76; Jayadi, Pinandhita, and Juwari, "Optimizing Artificial Intelligence-based Digital Learning Media," 26-35.

RESULT

This training was conducted in three main stages: preparation, implementation, and evaluation. In the preparation stage, the committee prepared training materials tailored to the needs of STKIP Tunas Papua Yahukimo students in Yahukimo. The selected materials included an introduction to PowerPoint and AI technology for designing more attractive presentations.[13] In addition, supporting facilities such as computers, projectors, and internet access were also prepared to support an optimal training process. All these preparations were made so that students could learn smoothly without technical disturbances that would hinder the learning process.[14]

Preparation Stage

The preparation phase began on June 18 to August 20, 2025, with the selection of relevant materials and adjustments to the needs of STKIP Tunas Papua Yahukimo students in Yahukimo. Given the limited infrastructure in the area, we ensured that this training was accessible to students with existing devices, both in terms of hardware and internet connection. The training material focuses on the basics of PowerPoint and the use of AI-based technology that can help students create attractive and efficient presentations.[15] In addition, we also prepare various AI templates that students can use to speed up their presentation design process. All training activities are designed so that students not only gain theoretical understanding, but also practical skills that can be directly applied in their academic context.[16]

During this preparatory stage, supporting facilities such as classrooms equipped with computers and projectors are also made available to support an optimal training process. All of this equipment is necessary to ensure that students can participate in the training smoothly, without technical disruptions that hinder the learning process. We also prepare instructors who are competent in teaching the use of AI-based PowerPoint. The service team ensures that the training material is easy for students to understand by

[13] Amrullah, Hanisah, and Putra, "Improving the Ability to Create Interactive PPTs through Canva AI Training," 200-209.
[14] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920.
[15] Amrullah, Hanisah, and Putra, "Improving the Ability to Create Interactive PPTs through Canva AI Training," 200-209.
[16] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920.

providing step-by-step guides on how to use various AI-based PowerPoint features. With thorough preparation, it is hoped that students will be able to participate in the training well and obtain maximum benefits.[17]

Stage/Day	Activities
Preparation Stage	Select materials, provide facilities (computers, projectors), prepare instructors.
Day 1 (26 Aug 2025)	Introduction to PowerPoint basics and AI features, live demonstrations.
Day 2 (27 Aug 2025)	Tutorial on AI templates, practice slide design, voice recognition & auto-text.
Day 3 (28 Aug 2025)	Interactive AI-based design, visual/animation manipulation, group work & creativity tasks.
Day 4 (29 Aug 2025)	Final project using AI features, student presentations with feedback, certificate distribution.
Evaluation Stage	Collect feedback from students, assess skill improvement, provide recommendations.
End	Improved presentation skills for academic and professional use.

Tabel 1. Community Service Activities

Implementation Stage

The training began on August 26, 2025, with an introductory session on PowerPoint and the AI features available in this software. In this first session, students were given a basic understanding of PowerPoint and an explanation of the AI templates that can be used to speed up the slide design process. These features are introduced as a way to improve presentation visualization more quickly and easily.[18] During the session, the facilitator demonstrated how to use the basic features of PowerPoint, as well as how to integrate AI to design more interactive presentations. Live demonstrations were conducted so that students' could easily follow the presentation creation process and apply what they had learned.

[17] Insani et al., "Utilizing PowerPoint to Create Engaging Online Presentations," 73-76.
[18] Jayadi, Pinandhita, and Juwari, "Optimizing Artificial Intelligence-based Digital Learning Media," 26-35.



Figure 2. Opening

On August 27, 2025, the training continued with a tutorial on creating slides using AI-based templates, where students practiced how to design slides that matched the theme of their presentations. Students were guided in selecting templates, adjusting layouts, and adding relevant content for their presentation assignments. The voice recognition and automatic text features were also introduced on this day, where students learned to add automatic narration to each slide using the AI feature in PowerPoint.[19] The facilitator gave students time to practice the skills they had learned in creating more interactive and dynamic slides. The aim was for students to be able to use this technology to enrich their presentations and make them more interesting for the audience.



Figure 3. Presentation Assignments

[19] S. Satutik Rahayu et al., "Training on the use of Artificial Intelligence (AI) for effective, engaging, and communicative presentations," *Journal of Master of Science Education* 6, no. 4 (2023): 1268-1271, https://doi.org/10.29303/jpmpi.v6i4.6601.

On August 28, 2025, the session continued with an introduction to an AI-based interactive design application that allows students to automatically manipulate visual elements in their presentations, such as images, graphics, and animations. Students were given the task of creating presentations using this application and adding visual elements that could improve the quality of their presentations.[20] This session aimed to enhance students' creativity in making more professional and attractive presentations. After that, students were given the task of applying the elements they had learned in their presentations, both in terms of design and content. This session also provides an opportunity for students to work in small groups, discuss creative ways to make effective presentations, and share their experiences using this technology.

On August 29, 2025, the final session was held with interactive practice, where students were asked to directly create presentations using AI-based PowerPoint features that had been taught over the previous three days. Students were given a specific theme and asked to create a complete presentation using templates, interactive designs, and automatic voice or text recognition features. After completing the task, students were given the opportunity to present their work in front of the class, with direct feedback from the facilitator on the strengths and areas for improvement in their presentations.[21] Students were also asked to revise their presentations based on this feedback and submit their final presentations for evaluation. At the end of the session, students received certificates as proof of their participation in this training.

At the end of the session, the facilitator summarizes all the material that has been taught and gives students the opportunity to ask questions and clarify anything they do not understand. Each student is then asked to submit their presentation as a form of evaluation of the skills they have learned. A certificate of participation is given to each student as a token of appreciation for their involvement in the training. Students were also given access to training materials and additional resources to further explore the use of AI-based PowerPoint. This approach ensured that students not only gained theoretical knowledge but also practical skills that they could apply in their academic work.[22]

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[20] Sitti Maryam Hamid, Andi Balkis Maghfirah Mannong, and Uyunnasirah Hambali, "Training on the Use of Artificial Intelligence (AI) for Teachers at Darul Uloom School, Satun, Thailand," *SOLMA Journal* 14, no. 1 (March 31, 2025): 541-549, https://doi.org/10.22236/solma.v14i1.17766.

[21] Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media," 11-17.

[22] Priyanti and Haryanto, "The Use of Information and Communication Technology in Supporting Learning," 4585-4598.

Service Evaluation Stage

The evaluation was conducted to measure the effectiveness of the training in improving students' skills. This evaluation was carried out by collecting feedback from students on the quality of the material presented, the teaching methods used, and whether they felt their skills in using AI-based PowerPoint had improved. The evaluation results show that most students are satisfied with this training and consider it very useful in improving the quality of their presentations.[23] In addition, students were also asked to assess the extent to which they could apply the skills they had acquired in the context of their coursework and academic presentations. Based on the evaluation results, it is recommended that similar training be held periodically by introducing the latest AI features that can further enrich the learning experience of students.[24]

The feedback provided by students shows that they found this training very helpful. Many students stated that this training gave them new skills that they did not previously know, particularly in terms of using AI-based technology in presentations.[25] Students feel better prepared to face presentation challenges in the academic and professional world after acquiring these new skills. They also report that the use of this technology makes the process of creating presentations more enjoyable and efficient. Most students hope that this type of training can be conducted regularly to continue improving their skills in using technology for education.[26]

Improving Student Skills

The impact of the training on the skills of STKIP Tunas Papua Yahukimo students was very positive. Before the training, most students only mastered the basic features of PowerPoint, but after participating in the training, they demonstrated a higher level of proficiency in creating attractive slides using AI. Post-training evaluations showed that students were able to utilize AI templates and voice recognition features to produce more interactive and easy-to-understand presentations.[27] Several students reported that they

[23] Amalia, Nasyirin, and Hana, "Innovation in Interactive Presentation Media," 74-85.
[24] Yudi et al., "Training on Creating Artificial Intelligence (AI)-Based Presentation Slides Using Wepik for the GPSI Youth Community in North Medan," *Jurnal Minfo Polgan* 13, no. 1 (2024): 979-986, https://doi.org/10.33395/jmp.v13i1.13868.
[25] Amalia, Nasyirin, and Hana, "Innovation in Interactive Presentation Media," 74-85.
[26] Rahayu et al., "Training on the use of Artificial Intelligence (AI) for effective, engaging, and communicative presentations," 1268-1271.
[27] Hamid, Mannong, and Hambali, "Training on the Use of Artificial Intelligence (AI) for Teachers," 541-549.

felt more confident when presenting material in front of the class after using these advanced features. This confidence is very important, especially in an academic environment, where good presentation skills can influence lecturers' perceptions of students' understanding of the material.[28]

In addition, students also showed improvement in the visual design aspect of their presentations. The use of AI-based automatic design allowed them to create presentations with better aesthetics in a shorter time.[29] Students can easily choose templates that suit the theme of their presentations, saving time in the design process. This AI feature provides a solution for students who previously had difficulty creating visually appealing slide designs. With this improved skill, students can focus more on content development and material delivery rather than spending time on design.[30]

Challenges and Solutions

During the training, several obstacles arose, mainly related to hardware limitations and internet connectivity. Some students faced difficulties in accessing AI features due to low device specifications. To overcome this problem, the training was adapted using an offline version of AI-based PowerPoint that did not require a stable internet connection.[31] This approach allowed students to continue to benefit from the training despite technical limitations. In addition, some of the more complex features were simplified to make them easier to implement by students with limited devices.[32]

Another technical issue faced by students is understanding how to use AI features in PowerPoint, such as voice recognition and text automation. Some students found it difficult at first, but through additional sessions and more detailed explanations, they were eventually able to master these features. Facilitators gave extra time to students who needed additional help and provided direct assistance so that each student could make

[28] Priyanti and Haryanto, "The Use of Information and Communication Technology in Supporting Learning," 4585-4598.

[29] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920.

[30] Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media," 11-17.

[31] Hamid, Mannong, and Hambali, "Training on the Use of Artificial Intelligence (AI) for Teachers," 541-549.

[32] Insani et al., "Utilizing PowerPoint to Create Engaging Online Presentations," 73-76.

the most of these features.[33] This approach proved effective in helping students overcome technical obstacles that arose during training.[34]

DISCUSSION

Evaluation of Training Impact

The training provided has had a significant positive impact on students' skills in using AI-based PowerPoint. Before the training, most students only mastered the basics of PowerPoint, but after the training, they were able to create more professional and interactive presentations using the AI features provided.[35] The use of AI-based templates allowed students to create more attractive slides in less time, so they could focus more on the content of the presentation.[36] Students also reported that the voice recognition and automatic text features were very helpful in improving the quality of the narration in their presentations, making the presentations more dynamic and easier for the audience to understand.[37] Further evaluation shows that this training successfully improved students' skills in using technology for academic and professional purposes.[38]

In addition, another positive impact is an increase in students' confidence in delivering material. Most students reported feeling more prepared to give presentations in class after participating in this training. They felt more capable of using AI-based PowerPoint features to create more professional presentations, which in turn improved the quality of their academic presentations.[39] Students also demonstrated a better understanding of presenting data and information visually, which had previously been a

[33] Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media," 11-17.

[34] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920.

[35] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920; Rahayu et al., "Training on the use of Artificial Intelligence (AI) for effective, engaging, and communicative presentations," 1268-1271.

[36] Amalia, Nasyirin, and Hana, "Innovation in Interactive Presentation Media," 74-85.

[37] Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media," 11-17; Priyanti and Haryanto, "The Use of Information and Communication Technology in Supporting Learning," 4585-4598.

[38] Jayadi, Pinandhita, and Juwari, "Optimizing Artificial Intelligence-based Digital Learning Media," 26-35.

[39] Hamid, Mannong, and Hambali, "Training on the Use of Artificial Intelligence (AI) for Teachers," 541-549; Muhammad Munsarif, Muhammad Sam'an, and Safuan, "Empowering Teachers through Training in the Use of Artificial Intelligence (AI) to Improve the Quality of Learning in the Digital Age," *ASPIRASI: Publication of Community Service and Activities* 3, no. 1 (2025): 100-109, https://doi.org/10.61132/aspirasi.v3i1.1379.

challenge for them. This shows that the training not only improved their technical skills but also had a positive impact on their communication skills in the academic world.[40]

Application in the Academic World

The skills acquired during training can be directly applied to students' academic tasks, especially in creating presentations for seminars and course assignments. Students can now utilize AI-based PowerPoint to create presentations that are more interactive and effective in conveying information to the audience.[41] AI-based template features make it easier for students to create designs that match the theme and purpose of their presentations, while voice recognition allows them to create automatic narrations for each slide, enriching the audience's experience.[42] Applying these skills also provides students with a more efficient way to present complex data in a visual form that is easier for the audience to understand.

In addition, the application of AI-based PowerPoint skills also helps students prepare for their final assignments, especially in creating presentations required for seminars or final exams. The use of automatic design and interactive features allows students to speed up the presentation creation process without sacrificing visual quality, which can improve their presentations in front of lecturers and examiners.[43] Students can also save time by using templates that are tailored to the needs of their assignments. In this way, they can focus on a deeper understanding and delivery of material, without being hindered by the design process.[44]

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[40] Betti Megawati Ruwaidah et al., "Training in the Creation of Learning Media Using Artificial Intelligence to Improve Learning Skills," *J-COSCIS: Journal of Computer Science Community Service* 4, no. 2 (2024): 205-214, https://doi.org/10.31849/jcoscis.v4i2.19810.

[41] Ariestya et al., "Training on the Use of Artificial Intelligence in Learning," 712-718.

[42] Ruri Ashari Dalimunthe Sahren et al., "Training on the Application of Artificial Intelligence-Based Learning at UPT SD Negeri 04 Sei Muka," *Journal of Indonesian Social Society* 1, no. 3 (2023): 132-139, https://doi.org/10.59435/jiss.v1i3.205; Insani et al., "Utilizing PowerPoint to Create Engaging Online Presentations," 73-76.

[43] M. Afdal Tahir and Sri Kurniyan, "Training in Presentation Creation Using Gamma Ai to Improve the Skills of Prospective Workers in Maccile Village," *Journal of Community Service, Lamappapoleonro University* 4, no. 1 (2025): 39-43, https://jurnal.abdimas.unipol.ac.id/index.php/pengabdian-jurnal/article/view/73; Roki Hardianto, Wirdahchoiriah, and Muammar Revnu Ohara, "Training on Creating AI-Based Presentation Slides Using Tome.app for Students of SMKN 1 Pangkalan Kuras," *MEJUAJUA: Journal of Community Service* 3, no. 1 (2023): 9-13, https://doi.org/10.52622/mejuajuajabdimas.v3i1.85.

[44] Amrullah, Hanisah, and Putra, "Improving the Ability to Create Interactive PPTs through Canva AI Training," 200-209.

Limitations of Service

However, although this training had a positive impact, there were several limitations that affected its effectiveness. One of the main obstacles was the limited training time. The training only lasted four days, which was considered insufficient to teach all the features of AI-based PowerPoint in depth.[45] Many students need more time to master several advanced features such as automatic voice recognition and visual data processing. This is also due to variations in technical understanding among students, which affects their speed in mastering the technology.[46] As a solution, advanced training can be provided to improve students' mastery of the advanced features of AI-based PowerPoint.[47]

Hardware limitations were also a major problem that affected this training. Some students had difficulty accessing more advanced AI-based PowerPoint features due to low device specifications. To address this problem, the training was conducted using an offline version of AI-based PowerPoint, which did not require stable internet access.[48] However, the use of the offline version limits some features that require an internet connection or higher device specifications, which is one of the obstacles in providing optimal training.[49] These limitations highlight the importance of providing better devices and infrastructure in remote areas.

Training Impact Assessment

This training had a significant impact on students' skills in using AI-based PowerPoint. Before the training, most students only mastered the basic features of PowerPoint, but after the training they were able to create more professional and interactive presentations using AI features.[50] By using AI-based templates, students can speed up the presentation design process, allowing more time to be allocated to

[45] Darmawan, Nasa, and Yani, "Assistance for Teachers at MIS Muhammadiyah Darussalam," 171-180.

[46] Munsarif, Sam'an, and Safuan, "Empowering Teachers through Training in the Use of Artificial Intelligence," 100-109.

[47] Ariestya et al., "Training on the Use of Artificial Intelligence in Learning," 712-718.

[48] Rahayu et al., "Training on the use of Artificial Intelligence (AI) for effective, engaging, and communicative presentations," 1268-1271.

[49] Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media," 11-17.

[50] Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920; Hamid, Mannong, and Hambali, "Training on the Use of Artificial Intelligence (AI) for Teachers," 541-549.

developing their presentation content and ideas.[51] The impact of this training is not only seen in the improvement of students' technical skills, but also in the improvement of their communication skills in delivering material in class.[52] Post-training evaluations show that most students feel more confident in using advanced AI-based PowerPoint features for college assignments and other academic presentations.

In addition to improving technical skills, this training also had an impact on the overall development of students' presentation skills. Most students reported that they felt more prepared to give academic presentations or seminars after this training, and they were able to deliver material in a more interesting and dynamic way.[53] This contributes to an increase in their confidence in using technology for academic and professional purposes. Through this training, students also acquire skills that are relevant to the demands of the world of work, where good presentation skills are an important added value.[54]

Application in the Academic World

The skills acquired during training can be directly applied to students' academic tasks, such as course presentations or seminars. Students can utilize AI-based PowerPoint to create more interactive presentations, using features such as automatic design, dynamic graphics, and automatic voice recognition.[55] These features allow students to present data and information in a more visual and appealing way to the audience, which helps improve understanding of the material.[56] Thus, the skills acquired from this training are very useful in improving the quality of students' academic assignments.

In addition, the application of these skills can also enrich students' presentation experiences in final exams or seminars. The use of AI-based templates allows students to

[51] Rahayu et al., "Training on the use of Artificial Intelligence (AI) for effective, engaging, and communicative presentations," 1268-1271; Amalia, Nasyirin, and Hana, "Innovation in Interactive Presentation Media," 74-85.

[52] Sahren et al., "Training on the Application of Artificial Intelligence-Based Learning," 132-139.

[53] Tahir and Kurniyan, "Training in Presentation Creation Using Gamma Ai," 39-43; Munsarif, Sam'an, and Safuan, "Empowering Teachers through Training in the Use of Artificial Intelligence," 100-109.

[54] Ariestya et al., "Training on the Use of Artificial Intelligence in Learning," 712-718; Hardianto, Wirdahchoiriah, and Ohara, "Training on Creating AI-Based Presentation Slides," 9-13.

[55] Jayadi, Pinandhita, and Juwari, "Optimizing Artificial Intelligence-based Digital Learning Media," 26-35; Insani et al., "Utilizing PowerPoint to Create Engaging Online Presentations," 73-76.

[56] Priyanti and Haryanto, "The Use of Information and Communication Technology in Supporting Learning," 4585-4598; Sunaengsih et al., "Improving Elementary School Teachers' Skills in Creating Learning Media," 11-17.

compile presentations more efficiently without sacrificing visual quality and content.[57] For example, students who previously had difficulty designing attractive slides can now use templates and automatic designs to produce more professional presentations that capture the audience's attention.[58] Therefore, these skills are not only important for academic purposes, but can also prepare students for challenges in the professional world, which increasingly prioritizes effective visual communication skills.

Limitations of Service

Although this training had a positive impact, there were several limitations that affected its effectiveness. One of the main obstacles was the limited training time. The training only lasts four days, which is insufficient to provide an in-depth understanding of all AI-based PowerPoint features. Some students, especially those with a weak technical background, need more time to master these advanced features.[59] Nevertheless, with an organized training structure, students can still gain a basic understanding and useful skills for their academic presentations. Further training may be necessary to overcome these limitations, given the importance of mastering this technology in the future.[60]

Hardware limitations are also a major problem that affects the smooth running of training. Some students faced difficulties in accessing AI-based PowerPoint features that required high-spec devices. To overcome this, an offline version of AI-based PowerPoint was used to enable students to continue participating in the training.[61] Although this offline version is effective for most materials, some advanced features that rely on an internet connection or more sophisticated devices cannot be fully utilized. This

[57] Mardinal Tarigan et al., "Creating Artificial Intelligence-Based Learning Media to Improve the Competence of Indonesian Language Teachers in Batu Bara Regency," *Sawerigading* 31, no. 1 (2025): 316-330, https://doi.org/10.26499/sawer.v31i1.1364; Amalia, Nasyirin, and Hana, "Innovation in Interactive Presentation Media," 74-85.

[58] Hamid, Mannong, and Hambali, "Training on the Use of Artificial Intelligence (AI) for Teachers," 541-549; Danu et al., "Training on the Use of Artificial Intelligence (AI)-Based Multimedia Learning Applications," 907-920.

[59] Darmawan, Nasa, and Yani, "Assistance for Teachers at MIS Muhammadiyah Darussalam," 171-180; Munsarif, Sam'an, and Safuan, "Empowering Teachers through Training in the Use of Artificial Intelligence," 100-109.

[60] Ruwaidah et al., "Training in the Creation of Learning Media Using Artificial Intelligence," 205-214.

[61] Sahren et al., "Training on the Application of Artificial Intelligence-Based Learning," 132-139; Priyanti and Haryanto, "The Use of Information and Communication Technology in Supporting Learning," 4585-4598.

underscores the need for improved device infrastructure and better internet access in remote areas such as Yahukimo.[62]

Limited Internet Access and Solutions

Unstable internet access also contributed to the limitations of this training. Some students experienced difficulties when trying to access online resources used during the training, such as video tutorials or cloud-based applications. To overcome this problem, the facilitators chose to use an AI-based offline version of PowerPoint so that students could continue to participate in the training without requiring a fast internet connection. Although this solution was quite effective for some sessions, the use of the offline version limited some interactive features that could have been used to improve the quality of the presentations. These internet access issues highlight the need for infrastructure improvements to ensure that students in remote areas can access the technology and resources necessary for more effective training.

In addition, this training also utilizes various offline media that can be accessed without an internet connection, such as modules and tutorials provided in the form of downloadable files. This approach allows students to continue participating in training even if they are in locations with limited internet access. However, this limitation still affects the learning experience of students who want to access more interactive and dynamic cloud-based features. Therefore, improving internet infrastructure in remote areas is crucial to support the success of future training.

Simplification of Features for Accessibility

To overcome hardware and internet access limitations, several more advanced AI-based PowerPoint features have been simplified to make them more accessible to students with limited devices. For example, automatic voice recognition, which requires more powerful hardware, has been adapted so that it can be used by students with simpler devices.[63] With these simplifications, students can still participate in training despite their device limitations, without losing the main benefits of the existing AI

[62] Tarigan et al., "Creating Artificial Intelligence-Based Learning Media," 316-330.
[63] Ruwaidah et al., "Training in the Creation of Learning Media Using Artificial Intelligence," 205-214; Hardianto, Wirdahchoiriah, and Ohara, "Training on Creating AI-Based Presentation Slides," 9-13.

features. This approach allows all students, regardless of their device conditions, to access and utilize AI technology in PowerPoint.

However, although this solution is effective, simplifying features sometimes reduces the full potential of the technology. Advanced features such as visual data processing and interactive animation cannot be fully utilized by students with more limited devices.[64] Therefore, to increase the benefits of this training, advanced training is needed that can utilize the full potential of this technology after students gain access to more powerful devices.[65] With advanced training and infrastructure improvements, students will be able to take advantage of all the advanced features offered by AI-based PowerPoint, which in turn will improve their presentation skills.

Recommendations for Further Training

Based on the training evaluation, it is recommended that similar training be held regularly and in greater depth, with a focus on advanced AI-based PowerPoint features. Students who have mastered the basics of PowerPoint can be given more specific advanced training on advanced features such as interactive animation creation and big data processing using AI. This advanced training will enable students to explore the potential of existing AI technology more deeply and improve the quality of their presentations at a professional level. In addition, better infrastructure in remote areas also needs to be considered to ensure that this training is as accessible as possible.

This infrastructure improvement will enable students to access the full potential of AI technology in PowerPoint and enhance the quality of their presentations. Therefore, hardware improvements and internet connection upgrades should be a priority to ensure that technology-based training is more widely accessible across all regions. The government and educational institutions need to work together to provide these facilities so that technology-based training can reach more students and provide greater benefits for education.

[64] Tahir and Kurniyan, "Training in Presentation Creation Using Gamma Ai," 39-43.
[65] Tarigan et al., "Creating Artificial Intelligence-Based Learning Media," 316-330.

CONCLUSION

The AI-based PowerPoint training conducted at STKIP Tunas Papua Yahukimo had a significant impact on improving students' skills in creating more effective and engaging presentations. With the introduction of advanced features such as automatic design, voice recognition, and AI-based templates, students were able to save time in creating presentations, while producing more professional and interactive presentations. Post-training evaluations show that students feel more confident in using this technology to present lecture materials and other academic assignments. In addition, this training also contributes to improving students' understanding of how to convey information in a more visual and audience-friendly manner.

However, this training still has several limitations, such as limited time and infrastructure issues such as hardware and limited internet access. Simplifying some features to ensure accessibility for all students is one solution to overcome these obstacles. However, to improve the effectiveness of training in the future, there needs to be an improvement in infrastructure, especially in terms of internet access and more sophisticated devices. With further training and infrastructure improvements, students will be better prepared to face challenges in the academic and professional world that are increasingly dependent on technology.

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