JURNAL EDUPEDIA

Universitas Muhammadiyah Ponorogo

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ENHANCING MANAGEMENT STUDENTS' COMPETENCIES IN PITCHING: AUTHENTIC ASSESSMENT WITH CHATGPT AND POWERPOINT MEDIA

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Abstract

Authentic assessment is crucial in Human Capital Management (HCM) education to develop student competencies to meet industry demands. This study explores the integration of Artificial Intelligence (AI) tools, specifically ChatGPT, and PowerPoint presentations into authentic assessments to enhance students' pitching competencies. This study employed a descriptive quantitative approach through a 4-point Likert-scale questionnaire distributed to 102 management students. The results showed that ChatGPT integration was highly effective in helping students brainstorm ideas (Mean 3.52), while PowerPoint presentations significantly increased motivation and visual engagement during presentations (Mean 3.31). The results of the data analysis showed consistent positive perceptions across all variables, with the following mean values: pitching competence (Mean = 3.29; SD = 0.70), authentic assessment (Mean = 3.18; SD = 0.74), use of ChatGPT (Mean = 3.28; SD = 0.85), and use of PowerPoint media (Mean = 3.31; SD = 0.79). These findings indicate that the integration of AI and presentation media in authentic assessment is effective in strengthening students' work readiness, although it still requires pedagogical guidance to optimize the use of technology logically and ethically.

Keywords: *Authentic Assessment, Artificial Intelligence, ChatGPT, Pitching, PowerPoint Media*

How to Cite: Natalia Christiani, Ivana Ardelia, Alexandra, dan Elsima Nainggolan (2026). Enhancing Management Students' Competencies in Pitching: Authentic Assessment with ChatGPT and Powerpoint Media. Jurnal Edupedia Universitas Muhammadiyah Ponorogo, 10(2): Halaman. 201-214

ISSN 2614-1434 (Print)
ISSN 2614-4409 (Online)

INTRODUCTION

In today's dynamic business environment, effective pitching competencies have become essential for management students. The ability to craft and deliver persuasive presentations bridges the gap between theoretical knowledge and practical application, equipping students to communicate innovative solutions and engage stakeholders effectively (Brown et al., 2019). Digital tools' incorporation in educational practices, particularly AI-driven solutions and presentation software, has shown promise in enhancing these critical skills. AI tools usage, like ChatGPT, enables students to brainstorm and organize ideas more efficiently, contributing to a deeper understanding and refinement of their work (Kim, 2023; C. Lee et al., 2022). Similarly, presentation tools like PowerPoint help students develop visually engaging and structured pitches, i.e. vital

for real-world professional success (G. Lee et al., 2023).

Despite the recognized importance of pitching skills, many students face challenges in structuring coherent arguments and presenting practical, well-articulated solutions. Common pitfalls include unclear problem definitions and disorganized content can detract from the overall effectiveness of a presentation (Faff et al., 2021). Moreover, while AI tools like ChatGPT provide opportunities to improve these aspects, there are potential drawbacks, such as over-reliance leading to reduced originality and the risk of plagiarism (Crawford et al., 2023). Understanding the balance between leveraging AI tools and maintaining creative and ethical integrity is crucial for educators (G. Lee et al., 2023).

Integrating these digital tools into Human Capital Management (HCM) courses could enhance students' preparedness for industry expectations, enabling them to apply academic knowledge in practical, impactful ways (Budhwar et al., 2023). Authentic assessment evaluations that simulate real-world challenges have been proven to promote the acquisition of relevant skills and improve student learning outcomes (Kitchen, 2025). By embedding such assessment techniques within courses and harnessing the potential of AI and PowerPoint, educators can create an environment that nurtures critical thinking, creativity, and communication.

Despite advancements in educational technology, students continue to encounter difficulties in effectively structuring their pitches and clearly articulating their solutions. These issues can hinder their ability to translate academic learning into workplace readiness (Faff et al., 2021). Additionally, while AI tools like ChatGPT can support idea generation and organization, there is a concern regarding students' dependency on these tools, which might result in diminished creative and original output (Crawford et al., 2023; Sa'diyah et al., 2025).

Besides the potential benefits, the effective use of ChatGPT and PowerPoint in authentic assessments faces challenges such as concerns over plagiarism, reliance on AI for creative tasks, and unengaging presentation designs. This study aims to assess the extent to which these tools can improve students' pitching competencies in HCM contexts.

METHOD

This study employed a descriptive quantitative design aimed at evaluating the effectiveness of digital tool integration in assessing learning outcomes and providing a systematic overview of the phenomenon under study. The study subjects involved

102 respondents, students of the management study program at Ciputra University, with demographic characteristics dominated by the class of 2023 (64.7%) and international class students (International Business Management) (92.2%). Quantitative data were collected through an online questionnaire via the Google Forms platform using a 4-point Likert scale instrument, consisting of the options Strongly Disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS), to minimize the tendency for neutral answers (Allen & Seaman, 2007). The variables measured in this study covered four main areas: pitching competence measured through 13 statements, perceptions of authentic assessment measured through 14 statements, the effectiveness of ChatGPT use measured through 8 statements, and the utilization of PowerPoint media measured through 14 statements.

The research process began with the identification of problems related to students' persuasive communication skills, followed by the implementation of an authentic project-based assessment involving the use of ChatGPT as a pedagogical partner for brainstorming and PowerPoint as a visual presentation medium. The final stage of this research series was evaluation through questionnaire data collection to measure the results of the intervention. All collected data were then processed using descriptive statistical analysis techniques to determine the frequency, mean, and standard deviation. This analysis was conducted to provide a comprehensive overview of respondents' perception tendencies and to interpret the effectiveness of the use of digital tools in improving student competency during the assessment process.

RESULT AND DISCUSSION

Respondent Characteristics

The characteristics of the respondents were obtained from the distribution of questionnaires to 102 individuals through an online method. The questionnaire was distributed using Google Forms and completed based on the provided instructions.

Table 1. Respondent Characteristics

No	Description	Total	Percentage
1	Gender		
	Male	56	54.9%
	Female	46	45.1%
	Total	102	100%
2	Age		
	19	26	25.5%
	20	41	40.2%
	21	14	13.7%
	22 and above	21	20.6%
	Total	102	100%
3	Major		
	IBM - International Class	94	92.2%
	IBM - Regular Class	8	7.8%
	Total	102	100%
4	Batch		
	2021	24	23.5%

	2022	12	11.8%
	2023	66	64.7%
	Total	102	100%

Based on Data Processed (2025)

Based on Table 1, a total of 102 management students participated in this study. The students have taken and learned the Human Capital Management (HCM) subject. One of the assessments in this subject is Pitching about Human Resource Practices (HR) & Ethics for Sustainable HR. In terms of gender, 54.9% of the respondents were male (56 students), while 45.1% were female (46 students), indicating a relatively balanced gender distribution. Most participants were aged between 19 and 22 years, with 20-year-olds representing the largest group (40.2%), followed by those aged 19 (25.5%). Meanwhile, students aged 21 made up 13.7%, and those aged 22 and above accounted for 20.6%. These findings suggest that most respondents were in the early stages of their undergraduate studies. In addition, the academic background of respondents shows that the vast majority (92.2%) were enrolled in the IBM–International Class, with only 7.8% coming from the IBM–Regular Class. In terms of batch, students from the 2023 cohort dominated the sample, comprising 64.7% of the total respondents. This was followed by the 2021 batch (23.5%) and the 2022 batch (11.8%). The dominance of international class students from recent cohorts indicates that most participants are likely to have higher exposure to digital tools and platforms, which may have influenced their engagement and performance in using ChatGPT and PowerPoint media during the pitching assessments.

Descriptive Statistics of Research Variables

Table 2. Pitching

Statement	Frequency				M	Std. Dev
	SD	D	A	SA		
P1: I use stories and their elements (like plot and sequence) to help others see my point as believable, trustworthy, and easy to understand	2	10	46	44	3.29	.726
P2: I apply clear syntax, meaningful words, logical arguments, and persuasive techniques to make my message	0	10	50	42	3.31	.645

resonate						
P3: I apply clear syntax, meaningful words, logical arguments, and persuasive techniques to make my appear credible	0	9	55	38	3.28	.619
P4: I use metaphors and analogies to make complex ideas easier for others to grasp	7	24	37	34	2.96	.922
P5:I use metaphors and analogies to make abstract ideas easier for others to grasp	1	16	47	38	3.20	.732
P6: I carefully choose my words to guide attention to what's most important in my message	2	8	45	47	3.34	.711
P7: I carefully choose my words to focus on what's most important in my message	0	9	46	47	3.37	.644
P8: I use my body posture and hand gestures to reinforce what I'm saying	1	12	47	42	3.27	.706
P9: I use my body posture and hand gestures to support what I'm saying	0	13	41	48	3.34	.696
P10: I express emotions through positive facial expressions to connect with others	2	12	41	47	3.30	.755
P11: I control my vocal tone, pitch, and speaking speed to keep my message engaging	1	9	49	43	3.31	.675
P12: I control my vocal tone, pitch, and speaking speed to keep easy-to-follow	2	8	51	41	3.28	.695
P13: I enhance	0	7	41	54	3.46	.624

my communication through positive body language, such as smiling, using open gestures, and maintaining good posture						

Table 3. Authentic Assessment

Statement	Frequency				M	Std. Dev
	SD	D	A	SA		
AA1:I prefer tasks that are challenging and have more than one answer	5	21	52	24	2.93	.799
AA2: I prefer questions that require the application of material learned to new situations	1	19	54	28	3.07	.707
AA3: I prefer questions that require scientific investigation	10	36	35	21	2.66	.917
AA4: I prefer tasks that require personal opinions or explanations	1	5	40	56	3.48	.641
AA5: I prefer questions that require problem-solving	0	11	50	41	3.29	.654
AA6: I prefer giving students questions that require critical thinking	4	17	49	32	3.07	.799
AA7: I prefer tasks that require creativity and imagination	3	19	38	42	3.17	.833
AA8: I prefer tasks related to real-life situations	0	4	33	65	3.60	.567
AA9: I prefer tasks to help reflective learners (portfolios and self-reflection)	6	18	37	41	3.11	.900
AA10: I complete	0	7	52	43	3.35	608

d an open-ended assessment task that didn't have a predetermined correct answer						
AA11: I had autonomy and choice in the assessment, including selecting the topic, deciding how to tackle the task, or how to present it	0	9	56	37	3.27	.616
AA12: I received feedback based on clear levels such as 'Exceeds Expectations', 'Meets Expectations', or 'Below Expectations', rather than just a grade	3	17	46	36	3.13	.792
AA13: I assessed my work or participated in peer assessment using the assessment rubric	4	13	44	41	3.20	.809
AA14: I reflected on how I completed the task	3	14	43	42	3.22	.791

Table 4. ChatGPT

Statement	Frequency				M	Std. Dev
	SD	D	A	SA		
C1: ChatGPT assisted me in brainstorming ideas for my research work	1	6	34	61	3.52	.656
C2: ChatGPT assists me in outlining my research work	3	7	37	55	3.41	.749
C3: ChatGPT generates helpful texts for my research work	2	0	4	6	3.31	.731
C4: ChatGPT enhances my writing style when writing assignments and research work	9	3	3	47	3.16	.962
C5: ChatGPT assists me in summarizing relevant literature in my selected field	4	2	1	55	3.34	.838

C6: ChatGPT assists me in paraphrasing ideas	9	5	7	51	3.18	.989
C7: ChatGPT helps me in the process of reviewing and editing my research work	9	3	8	42	3.11	.943
C8: ChatGPT enables me to remain up-to-date with the latest research trends	8	3	3	48	3.19	.941

Table 5. PowerPoint Media

Statement	Frequency				M	Std. Dev
	SD	D	A	SA		
PP1: PowerPoint motivates me to learn more when my teacher uses it to educate me	4	22	42	34	3.04	.843
PP2: PowerPoint makes our interactions in class feel more powerful when my teacher uses it	6	10	52	34	3.12	.812
PP3: PowerPoint is a superior learning tool compared to textbooks	2	7	33	60	3.48	.714
PP4: PowerPoint encourages students like me to ask more questions during class	11	26	35	30	3.82	.979
PP5: PowerPoint enhances my capacity to learn when used in class	4	8	51	39	3.23	.757
PP6: PowerPoint increases my interest in the subject matter when used in class	4	16	37	45	3.21	.848
PP7: I feel comfortable when using PowerPoint for my presentation in the class	4	3	41	54	3.42	.737
PP8: I have to spend a lot of time to prepare PowerPoint slides, leaving limited time for interacting with the audience	5	16	48	33	3.07	.824
PP9: I have difficulty in controlling the time when using PowerPoint for my presentation	6	6	53	37	3.19	.793
PP10: have difficulty in	4	9	48	41	3.24	.773

answering questions from the audience when using PowerPoint for my presentation						
PP11: I have difficulty using PowerPoint to present my ideas logically	4	3	40	55	3.42	.738
PP12: I have difficulty in using PowerPoint to summarize the main points of my presentation	6	4	42	50	3.33	.812
PP13: I have difficulty in using PowerPoint to make my presentation more interesting	5	2	40	55	3.42	.763
PP14: I have difficulty using PowerPoint to conclude my presentation effectively	3	3	48	48	3.38	.690

Table 6. Descriptive Statistic of Variables

Variables	Mean	SD
Pitching	3.29	0.70
Authentic Assessment	3.18	0.74
ChatGPT	3.28	0.85
PowerPoint	3.31	0.79

The results of the study showed that overall, respondents gave a positive perception towards all variables tested, with an average value consistently above 3.00. In the pitching competency variable, an average value of 3.29 was obtained, where students showed a very high level of self-confidence, especially in the use of positive body language with a score of 3.46 and the ability to choose the right words to focus the audience's attention on the main message with a score of 3.37. This achievement is in line with the results of the authentic assessment variable, which obtained an average value of 3.18. In this variable, respondents expressed strong enthusiasm for assignment models that are directly related to real-life situations, with a score of 3.60, as well as tasks that provide space for them to express personal opinions, with a score of 3.48.

The use of digital technology also demonstrates a significant contribution to student learning. The ChatGPT usage variable recorded an average score of 3.28, with the highest indicator found in the tool's effectiveness in helping students brainstorm ideas for their research assignments, reaching a score of 3.52. In line with this, the PowerPoint media variable obtained the highest average score among the other variables, at 3.31. Students considered PowerPoint a far superior and more engaging learning tool compared to

conventional textbooks, with a score of 3.48, and expressed a high level of comfort when using the medium to deliver their presentations, with a score of 3.42. Collectively, these data illustrate that the integration of technology and contextual assessment methods can build a learning ecosystem that supports the improvement of students' practical competencies. Previous research identified that the use of authentic assessment effectively incorporates ChatGPT into management studies (Crawford et al., 2023).

The results of this study confirm that ChatGPT acts as an effective pedagogical partner in the early stages of pitch development, particularly in addressing blank page syndrome through brainstorming. Previous research has shown that students who use ChatGPT can help them generate ideas and improve writing skills, such as the process of organizing ideas and brainstorming (Albadarin et al., 2024). Furthermore, other findings indicate that ChatGPT functions as a medium or platform for students to find answers to questions based on learned theories and generate ideas for application-based and practical questions in business writing courses (Alafnan et al., 2023). Students use AI to generate narrative drafts and logical structures, which they then refine independently (Black & Tomlinson, 2025; Valcea, S. et al., 2024). This aligns with the concept of human-centric AI, where AI supports students' creativity without replacing their strategic thinking. Even though the students use AI to support their tasks, they still need to formulate the prompt well to activate the correct output of the instruction. However, the implementation of this concept is not automatically successful, but rather depends heavily on how AI is integrated into the learning process. Several studies have shown that AI has the potential to accelerate ideation and enrich analysis, but on the other hand, it can also pose risks such as standardization of output and decreased critical thinking skills if used excessively. As findings, AI is two-sided; it can encourage creativity through new approaches but also limits it if users rely too much on AI-generated frameworks (Lin & Chen, 2024; Solteo, 2025). Furthermore, students' agency remains high when AI is used as a passive support tool, while AI's role as a co-creator has the potential to reduce user control (Urmeneta, A. & Romero, 2025). Therefore, AI-based learning design needs to position technology as a facilitator, not a substitute, to remain aligned with the human-centered values of AI in management education. In terms of visuals, PowerPoint remains a

crucial medium for conveying data persuasively (Renz & Vladova, 2021).

The finding that students prefer PowerPoint over textbooks (Mean 3.48) shows the need for interactive and visual learning media in the digital era. The use of chart animations and dynamic data visualization helps students break down complex information into points that are easily understood by the audience (Kogan et al., 2024; Vysotskaya et al., 2025). Authentic assessment through presentation simulations provides a challenge that is not easy to fully replicate by AI, thereby promoting academic integrity. Because students must defend their arguments orally in question-and-answer sessions, educators can differentiate between AI-generated text and students' original understanding. This is in accordance with previous research which states that ChatGPT provides academic integrity, with a focus on developing assessments that encourage critical thinking and deep cognitive engagement, which can help maintain academic standards amidst the development of AI (Evangelista, 2025; Kickbusch et al., 2025). Thus, the combination of AI, visual media, and performance-based assessments creates a learning ecosystem that significantly increases student work readiness.

CONCLUSION

This study concludes that the integration of ChatGPT and PowerPoint within an authentic assessment framework significantly improves management students' pitching competencies by bridging the gap between academic theory and practical application in industry. These findings provide a tangible contribution to a learning model where AI acts as a pedagogical partner to overcome the barriers to brainstorming, while visual media enhances the persuasive delivery of data through a strong narrative structure. These results illustrate a shift in the role of students from mere content producers to strategic curators, prioritizing human agency and evaluative judgment in a technology-assisted learning environment.

Practically, the results of this study guide for institutions to adopt process-based assessment models that are resilient to AI abuse, such as simulating live presentations and oral argumentation, to ensure academic integrity is maintained.

While providing a descriptive analysis of the use of AI and ChatGPT on pitching competencies, this study has several limitations. The research design is still limited to a descriptive quantitative approach, which provides an overview of student perception tendencies but cannot yet explain the cause-and-effect relationship in depth. Therefore, further research is strongly recommended using

correlational or pure experimental methods to statistically measure the extent of the effect of AI integration on improving pitching competency variables. Furthermore, future research should explore the long-term impact of the use of generative AI tools on graduate competitiveness in the evolving labor market, as well as validate this model in other disciplines beyond human capital management.

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