

Content-, Process-, and Product-based Project Learning Model to Enhance Students' Presentation Skills

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This study was motivated by classroom observations and document analysis indicating that first-year students in the Indonesian Language and Literature Education Program at FKIP Universitas Pasundan often struggle with classroom presentations. Common challenges include limited content mastery, inappropriate language use, and ineffective delivery. As prospective professional educators, these students are expected to communicate ideas clearly, demonstrate strong subject knowledge, use appropriate language, and deliver engaging presentations. To address these issues, this study implemented a Project-Based Learning (PBL) model structured around three key components: content, process, and product. The aim was to improve students' presentation skills in a holistic manner. Employing a qualitative descriptive approach, the study involved 28 purposively selected students enrolled in a course taught by the researcher. Data were collected through observation and performance assessments and analyzed using descriptive statistics. The findings show that the PBL model effectively enhanced students' content mastery, encouraged active participation and appropriate language use during presentations, and improved their ability to produce well-structured, engaging video presentations. These results suggest that a content-, process-, and product-oriented PBL approach holds significant potential for developing the presentation skills of pre-service teachers.

Keywords – motivated, appropriate, enhanced, performance

1. Introduction

This study was motivated by classroom observations of student presentations, which revealed significant challenges in their oral communication performance. Students in the Indonesian Language and Literature Education Program at FKIP Universitas Pasundan often struggle to express their ideas effectively. These difficulties typically involve limited mastery of content, inaccurate language use, and unengaging delivery. As prospective professional educators,

these students are expected to demonstrate strong speaking skills, characterized by a solid grasp of the subject matter, appropriate linguistic choices, and confident, audience-aware presentation. Addressing these issues is crucial to preparing students to become effective communicators in educational contexts, and this study was conducted as part of a broader effort to enhance their presentation competence.

One of the courses designed to develop such competencies is *Theory and Practice of Oral*

Communication in Teaching, a three-credit course offered in the second semester. The course aims to equip students with theoretical knowledge of oral communication, the ability to design relevant learning activities, and the practical skills to communicate effectively in classroom settings. Learning outcomes emphasize students' ability to deliver presentations that integrate content mastery, effective language use, and engaging performance—ideally supported by innovative information and communication technologies. The course is delivered through student-centered learning models that promote active engagement via discussions, practice-based tasks, and assignments aligned with real-world challenges in oral communication.

Oral communication is a fundamental skill for pre-service teachers. In professional practice, teachers are expected to convey instructional content clearly, concisely, and engagingly to facilitate student understanding. Therefore, the ability to control content, use language appropriately, and present information using clear structure and relevant media is essential. These dimensions of oral performance not only reflect a speaker's communicative ability but also demonstrate their cognitive organization and content knowledge. As highlighted by Darmuki et al. (2018), coherent and fluent speaking is often a reliable indicator of students' thought processes and intellectual breadth.

Developing oral communication skills is also essential for shaping students' professional identity. Competent speakers are more likely to foster positive classroom dynamics, demonstrate leadership, and engage learners effectively. Moreover, strong presentation skills can enhance their future career opportunities in educational and professional settings. Given the central role of oral communication in language education and teacher training, this study seeks to examine how a pedagogical intervention—specifically, a Project-Based Learning model—can contribute to improving students' presentation performance in a meaningful and sustainable way.

Given the importance of oral communication skills, it is essential that students be equipped with foundational concepts of effective oral communication and provided with opportunities to develop their competencies through targeted exercises and relevant assignments. Through structured practice and guided application, students can improve the quality of their performance. Moreover, in response to the

demands of the Society 5.0 era, students are not only expected to master oral communication but also to demonstrate proficiency in the use of information and communication technologies. In this context, instructional models that emphasize problem-based and project-based learning are more appropriate and effective. As argued by Farida, Arif, and Suprihatiningsih (2022), the implementation of project-based learning (PjBL) encourages students to produce contextual outputs—both individually and collaboratively—by engaging in the creation of meaningful projects.

Problem-based and project-based learning models offer significant opportunities for students to develop critical 21st-century competencies, including critical thinking, creativity, collaboration, and communication. These align with the skills required for success in 21st-century education, which, according to Daryanto and Karim (2017), include: (1) life and career skills, (2) learning and innovation skills, and (3) information, media, and technology skills.

Each of these skill sets is crucial for navigating the evolving demands of contemporary society. *Life and career skills* refer to students' ability to demonstrate flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, as well as leadership and responsibility. These abilities are necessary to prepare students for future professional challenges.

Learning and innovation skills, on the other hand, encompass students' capacity to think critically and solve problems, communicate and collaborate effectively, and develop creativity and innovation. These skills enable students to approach problems critically, work collaboratively, and communicate ideas in ways that foster innovation. As Mujib (2016) notes, critical thinking is essential as students today are frequently confronted with complex problems requiring analysis, exploration, and interpretation before formulating informed responses. Communication skills are equally vital, particularly in processing and expressing ideas in academic settings. Fitriyah (2020) emphasizes that as future educators, students must be able to articulate their ideas politely, confidently, and persuasively to respond effectively in professional and classroom contexts.

Furthermore, creative thinking is crucial for enabling students to generate original ideas and offer innovative solutions to existing problems

(Malik, 2019). The ability to collaborate is also indispensable in today's educational and professional environments. Collaborative competence links critical thinking with real-life application and promotes collective problem-solving to achieve shared goals (Puspitasari, 2019). These competencies are essential not only for academic success but also for preparing students to become adaptive, innovative, and socially responsive educators.

Information media and technology skills encompass information literacy, media literacy, and ICT literacy. Therefore, as future educators, students must be proficient in the use of digital technologies and media to enable innovation in their professional practice. Referring to the framework proposed by Daryanto and Karim, it is evident that the development of collaborative, communicative, critical thinking, and creative skills is essential. In this regard, the Project-Based Learning (PjBL) model is highly appropriate, as it fosters critical thinking abilities. Through project implementation, learners engage in problem-solving, decision-making, and investigative tasks that lead to the production of authentic outputs, which they are also responsible for presenting. The contextual nature of the PjBL model makes it particularly effective in cultivating creativity and critical thinking, rendering it ideal for achieving 21st-century educational goals (Jeniver et al., 2023).

In alignment with *Law No. 14 of 2005 on Teachers and Lecturers*, educators are required to possess four key competencies: pedagogical, personal, social, and professional. Pedagogical competence relates to an educator's ability to manage learner-centered instruction to achieve defined learning objectives. Educators must be capable of designing instruction that is contextually relevant and inclusive, selecting and utilizing diverse learning resources aligned with instructional plans, and creating learning experiences that stimulate students' interests and critical reasoning. Additionally, they should be adept in integrating information and communication technologies (ICT) in adaptive ways to support learning. Further, educators are expected to design and implement assessment practices effectively, provide feedback based on student performance, and facilitate meaningful communication with and among students based on learning outcomes.

Personal competence refers to educators' moral conduct, wisdom, authority, and capacity to serve

as role models for their students. This competence is reflected in their ethical and responsible execution of teaching duties, as mandated by the professional code of ethics. Educators must exhibit spiritual, emotional, and moral maturity, upholding professional integrity in all aspects of their work. Moreover, personal development requires educators to interact empathetically and respectfully with students, showing concern for their safety and well-being both individually and collectively.

Social competence encompasses an educator's ability to communicate and interact effectively with peers, students' parents or guardians, and the broader community. This competence plays a vital role not only in the learning process but also in professional development. Social competence is reflected in the ability to collaborate in improving instructional practices, engage with families and communities, and participate in professional organizations and wider educational networks to enhance learning quality.

Professional competence, meanwhile, involves a deep and broad mastery of subject matter. Such mastery is closely related to the achievement of instructional goals and the effective organization of learner-centered content. Educators must demonstrate strong knowledge of instructional content and pedagogy, be able to identify student characteristics and learning styles, and be skilled in understanding and applying the curriculum in instructional design.

Given the demands of 21st-century education and the professional competency requirements outlined above, this study adopts a content-, process-, and product-based Project-Based Learning model to help prospective teachers of Indonesian language and literature develop and enhance their pedagogical, personal, social, and professional competencies in accordance with national standards and expectations.

Perkuliahan dengan model *Project Based Learning* merupakan pembelajaran yang menekankan aktivitas para mahasiswa di dalam menghasilkan produk. Perkuliahan model *Project Based Learning* sebagai bentuk penerapan keterampilan di dalam proses memahami, menerapkan, meneliti, menganalisis, mengevaluasi, sampai membuat dan mempresentasikan produk dari konsep materi yang telah dipelajarinya yang relevan dengan pengalaman hidup di dunia nyatanya. (Irman dan Waskito, 2020).

In learning activities based on the Project-Based Learning (PjBL) model, students are expected to produce a tangible product and be capable of presenting it effectively. PjBL is an instructional model that offers learners opportunities to engage in learning activities through collaborative project work aimed at creating a product (Ilyas et al., 2019). Project-based instruction is an instructional approach designed to provide learners with opportunities to develop knowledge and skills through projects that present real-world challenges and problems they are likely to encounter in the future (Pusztai, 2021). Thus, PjBL is characterized by task assignments grounded in complex problems, carried out collaboratively over an extended period, culminating in a final product that must be presented by the learners.

According to the Indonesian Ministry of Education and Culture (Kemendikbud, 2013), the stages of Project-Based Learning include: (1) determining essential questions, (2) designing a project plan, (3) creating a schedule, (4) monitoring students and project progress, (5) assessing the outcomes, and (6) evaluating the overall experience.

The design and implementation of Project-Based Learning in this study—based on content, process, and product—took into consideration the breadth and depth of the material to be studied, the timeframe needed for implementation, available facilities and infrastructure, and the resources accessible to both students and the institution. The expected outcome of this research is the enhancement of students' competencies in delivering presentations, which reflects their mastery of subject matter, language proficiency, and overall performance and presentation skills. Additionally, students are required to demonstrate the ability to create systematic and engaging instructional media, as well as high-quality, compelling video presentations.

During the project implementation, students are assessed based on their discipline and responsibility in completing tasks, activeness in solving emerging problems, ability to express ideas critically and creatively, and proficiency in language use. Active interaction and engagement are crucial throughout the learning process, as learning fundamentally involves doing (learning by doing). Without meaningful interaction and active participation, effective learning cannot be achieved (Elisa et al., 2019).

According to Daryanto and Rahardjo (2012), the PjBL model offers several advantages, including enhancing learning motivation, improving problem-solving abilities, encouraging active participation and the resolution of complex problems, fostering collaboration, promoting the development and practice of communication skills, enhancing students' abilities in resource management, and providing authentic experiences in organizing projects. Moreover, it trains students in time and resource allocation to complete tasks, creates complex learning experiences aligned with real-world demands, and fosters an enjoyable learning environment in which both learners and instructors are fully engaged in the process.

This study is expected to provide insights into students' competencies in content mastery, language use, presentation performance, and the production of learning media—both in the form of structured instructional materials and video presentations—that demonstrate critical, creative, innovative, and engaging qualities.

2. Method

This study employed a qualitative approach using a descriptive research method. It aimed to explore and describe the implementation of the Project-Based Learning (PjBL) model based on content, process, and product dimensions to enhance students' presentation skills. The research sought to collect and describe data regarding students' presentation performance, including content mastery, language use, and overall delivery (performance), integrated with their ability to produce instructional media and presentation videos.

Additionally, this study assessed students' performance throughout the project development process. This included their discipline and responsibility in completing tasks, active engagement in problem-solving, and ability to express ideas critically and creatively. Consequently, the data comprised three main components: content mastery scores, behavioral observations during project implementation, and the final presentation video products.

The study utilized a single treatment group, and the sample was not selected randomly. The population and sample consisted of second-semester students enrolled in the Indonesian Language and Literature Education Program, Faculty of Teacher Training and Education

(FKIP), Universitas Pasundan, during the 2023/2024 academic year. A purposive sampling technique was used, focusing on students enrolled in the "Theory and Practice of Oral Communication Instruction" course taught by the researcher.

Data were collected using observation and tests. Observations were conducted using structured observation sheets to assess student activity during the project development. The aspects observed included: discipline and responsibility in task completion, active engagement in problem-solving, critical and creative expression of ideas, and appropriate language use. Test instruments were used to measure content knowledge and product quality. The content mastery test consisted of multiple-choice items covering key areas such as concepts of oral communication, methods and techniques of oral communication, Indonesian language instruction based on text genres, and relevant instructional approaches.

Performance-based assessments and product evaluations were also conducted. The product assessment focused on the quality of the instructional video created by each student, while the performance assessment evaluated their oral presentation skills. The study was carried out over seven meetings following the mid-semester examination, specifically in sessions 9 through 15. The timeline was aligned with the tasks assigned in the project. The collected data were processed using descriptive statistics. Results were then visualized and narratively interpreted, explained, and concluded by the researcher.

The research process followed several key stages: identifying the problem, collecting data, classifying data, analyzing data, drawing conclusions, and reporting the findings.

Data collection was structured according to the syntax of the Project-Based Learning model, as outlined below:

1. Starting with the Essential Question

The course began by posing essential questions and core assignments related to the tasks students were expected to complete. These essential questions covered the expected content, required processes, and target products. Each student selected a specific text genre to teach and was required to thoroughly study and master it. For the product component, students were tasked with creating innovative instructional media to support their material presentation. In addition,

they were required to produce a video presentation based on the prepared content. During this stage, students completed four online tests via the LMS platform to assess their understanding of oral communication concepts, instructional methods, genre-based Indonesian language materials, and relevant pedagogical strategies.

2. Designing the Project Plan

Students developed a project plan outlining the content to be mastered, the instructional media to be created, and the structure of their presentation video.

3. Creating a Schedule

Students created detailed schedules to manage content preparation, media development, and video production. The overall project was designed to be completed over four meetings. In the first meeting, students conducted in-depth research on the selected text genre, organizing the material in a comprehensive and systematic manner.

4. Monitoring Students and Project Progress

During the project implementation, students executed their assigned tasks, and the researcher monitored progress related to content preparation, media creation, and video production. Students completed activity logs aligned with their schedules and reported their progress both in written and oral forms. Peer feedback was encouraged to evaluate the completeness, strengths, and weaknesses of their work. Students used monitoring rubrics to document their activities, products, and peer feedback.

5. Assessing the Outcome

Students showcased their final video presentations, which were peer-assessed using a predetermined rubric. The evaluation focused on content mastery, language use, performance delivery, and overall video quality.

6. Evaluating the Experience

In the final stage, students reflected on their experiences related to content, process, and product development. These reflections captured insights into the activities and outcomes of their project work.

Through these stages, the research collected data on content mastery, project activity performance,

and the quality of the final video product. The data were analyzed descriptively, visualized, interpreted, and synthesized to generate conclusions.

3. Results

This study investigated the implementation of a content-, process-, and product-based Project-Based Learning (PjBL) model, focusing on three types of data: students' content mastery, process-based assessment during project completion, and the quality of the final product in the form of a presentation video.

The first dataset comprises students' mastery of course content related to the basic concepts of oral communication, methods and techniques of oral communication, Indonesian language instruction based on text genres, and genre-based oral communication pedagogy. To measure this, a written objective test was administered, consisting of multiple-choice items targeting the aforementioned materials. The test was delivered and completed through Edlink, the digital learning platform used by the Faculty of Teacher Training and Education (FKIP), Universitas Pasundan. The results of the content mastery test are presented in Table 1.

Table 1. Recapitulation of Content Mastery Test Scores

Test	Excellent		Good		Fair		Average Score	N
T1	22	78.57%	3	10.71%	3	11%	90.71	28
T2	23	82.14%	3	10.71%	2	7%	96.04	28
T3	10	35.71%	18	64.29%	0	0%	94.57	28
T4	25	89.29%	2	7.14%	1	4%	98.57	28

Referring to the results in Table 1, it can be concluded that students' content mastery was classified as excellent overall. The average content mastery score was 94.97. Only three students (10.71%) scored below 90, while 25 students (89.29%) achieved scores above 90. The minimum mastery criterion (MMC) for each test was set at 70. These findings indicate that students' understanding of the content was generally very strong.

In Test 1, three students (10.71%) scored below the MMC. For Test 2, only one student (3.57%) fell below the threshold. For both Tests 3 and 4, all students (100%) met or exceeded the MMC. Notably, students who scored below the threshold either missed the test or submitted it late, which affected their ability to complete all the questions. The following graph visualizes the students' performance across the four tests.

Figure 1. Average Scores of Content Mastery Test



An examination of the graph depicting students' content mastery test scores reveals that their overall performance was highly satisfactory, with average scores consistently exceeding 90. These results indicate that students demonstrated strong mastery of the instructional content, which included the fundamental concepts of oral communication, methods and techniques for effective spoken interaction, genre-based Indonesian language instruction, and the pedagogical principles underlying these areas.

The second set of data collected pertains to the assessment of the project implementation

process. This process-based evaluation focused on several key aspects: students' discipline and sense of responsibility in completing assigned tasks, their active engagement in problem-solving, their ability to express ideas critically and creatively, their responsiveness to emerging challenges, and their use of appropriate language. Data were gathered through direct observation using structured observation sheets aligned with the specific aspects being assessed. The results of this process-based assessment are presented in the following table.

Table 2. Process based Assessment Results

No.	Learning Process Aspect	Excellent	Good	Fair	Average Score	N
1	Discipline	26 92.86%	2 7.14%	0 0%	2.93	28
2	Activeness	21 75.00%	7 25.00%	0 0%	2.75	28
3	Expressing Opinions	25 89.29%	3 10.71%	0 0%	2.89	28
4	Responding to Issues	24 85.71%	4 14.29%	0 0%	2.86	28
5	Language Use	20 71.43%	8 28.57%	0 0%	2.71	28

In the process-based assessment, each aspect was rated on a scale of 1 to 3: a score of 3 for "Excellent," 2 for "Good," and 1 for "Fair." The categorization of performance was as follows: *Excellent* (average score between 2.51–3.00), *Good* (1.51–2.50), and *Fair* (1.00–1.50).

Based on the data presented in the table, it can be concluded that the students demonstrated an *Excellent* level of engagement during the project implementation phase. Specifically, they showed

a high degree of discipline and responsibility in completing tasks (average score: 2.93), active participation in solving problems (2.75), strong critical and creative thinking in expressing ideas (2.89), responsiveness to issues (2.86), and effective language use (2.71). The overall average score across all aspects was 2.82, indicating that students conducted their project-based learning activities in accordance with the expected stages and procedures at an excellent level. A graphical representation of these process assessment outcomes is provided in the following figure.

Figure 2. Average Scores of Learning Process



An analysis of the chart indicates that the average scores for the aspects of *discipline*, *expressing opinions*, and *responding to issues* all exceeded 2.80, placing them within the "Excellent" category. Meanwhile, *activeness* and *language use* were categorized as "Good." Across all stages of the Project-Based Learning (PBL) implementation, students actively participated with discipline and a strong sense of responsibility. They consistently engaged in presenting their opinions and responding to various issues that emerged throughout the project phases. Their participation included preparing and mastering the content, designing media for presentations, and producing the final product—namely, a presentation video.

The video presentation served as the final output of the project in this study. The assessment of this product focused on four key aspects: content mastery, language use, delivery performance, and

technical quality of the video. Content mastery was evaluated based on accuracy, completeness, depth, breadth, clarity, and coherence in presenting the material, all of which had to be integrated with the presentation media. Language use was assessed based on the precision and clarity of articulation, stress, intonation, phrasing, pacing, and the appropriateness of word and sentence choices for the intended linguistic target. Delivery performance was evaluated through the communicative and engaging nature of the presentation, which involved effective use of physical, vocal, verbal, and social expressions. Students were expected to demonstrate appropriate eye contact, gestures, facial expressions, voice projection, fluency, and logical reasoning during their presentations. The data from the video presentation product assessment are presented in the following table.

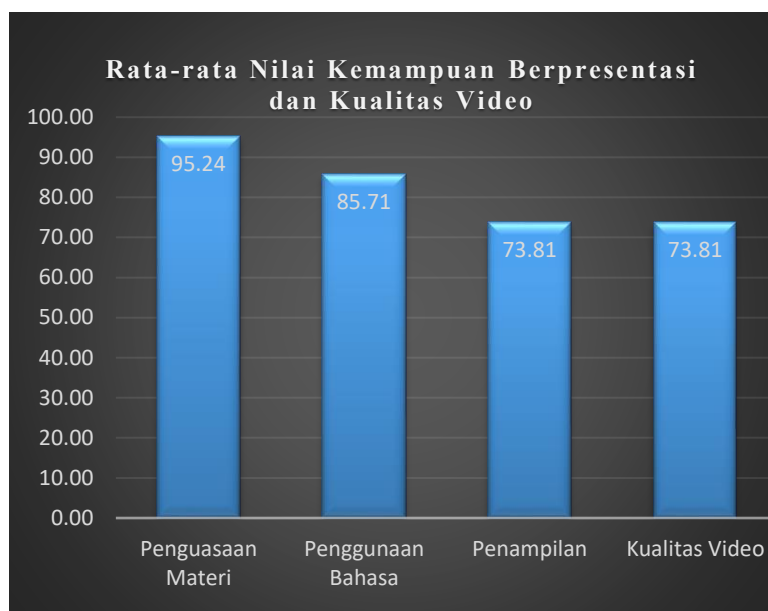
Table 3. Video Quality and Presentation Scores

Presentation and Video Aspect	Excellent		Good		Fair		N	Average Score	Score
Content Mastery	24	86%	4	14%	0	0%	28	14.29	95.24
Language Use	16	57%	12	43%	0	0%	28	12.86	85.71
Appearance	6	21%	22	79%	0	0%	28	11.07	73.81
Video Quality	6	21%	22	79%	0	0%	28	11.07	73.81

Based on the data presented in the table, students' content mastery was categorized as *excellent*, with an average score of 95.24. Their language use was also classified as *excellent*, with an average score of 85.71. However, their delivery performance and video quality fell within the *good* category, with an average score of 73.81.

These results indicate areas for improvement, particularly in terms of delivery and video production. Some students struggled to maintain eye contact with the audience, and their gestures and facial expressions tended to be rigid. Issues

such as insufficient voice projection and lack of fluency in delivering the material—evidenced by frequent verbal pauses like "uh...", "um...", or "what was it..."—were also noted. Regarding video quality, aspects such as framing, camera positioning, and the clarity and audibility of the audio still require enhancement. Overall, the video product quality was rated as *good*, with an average score of 82.14. A visual representation of the students' video presentation performance is provided in the following chart.

Figure 3. Average Scores of Presentation and Video Quality

Based on the average presentation scores depicted in the graph, students' content mastery and language use fall within the *excellent* category, while their delivery performance and video quality are classified as *good*. These research findings indicate that the implementation of the Project Based Learning model—focusing on content, process, and product—effectively enhances students' mastery of material, their engagement and activity during the learning process, as well as the quality of their video presentation products.

4. Discussion

The title of this study is “A Content-, Process-, and Product-Based Project Based Learning Model to Enhance Students' Presentation Skills.” Based on the assessment of content mastery, project execution process, and video presentation products, it can be concluded that the Project Based Learning (PBL) model effectively improves students' mastery of material, increases their engagement in each phase of the course, and enhances their ability to produce quality video presentations. These three competencies are essential for students of the Indonesian Language and Literature Education Study Program, who are being prepared as prospective educators.

Referring to the research findings on students' presentation abilities, content mastery falls within the *very good* category, process skills within the *good*

category, and video presentation products also within the *good* category.

Regarding students' mastery of the material, the data indicate a *very good* level, supported by an overall average score of 94.97. Students demonstrated excellent understanding of oral communication concepts, which include definitions, objectives, speaking varieties, methods and techniques of speaking, speaking effectiveness, characteristics of an ideal speaker, barriers in oral communication, and mental attitudes during communication. This first topic was mastered very well, as evidenced by the first test average score of 90.71. This foundational material equips students with essential concepts for oral communication.

The second material concerns methods and techniques of oral communication. Student mastery of this topic is also categorized as *very good*, with an average score of 96.04. Students exhibited excellent knowledge of various speaking methods, including extemporaneous, impromptu, manuscript, and memorized speech methods. They also learned to apply various techniques such as describing, answering questions, asking questions, continuing stories, retelling, conversation, paraphrasing, role-playing, interviewing, and storytelling.

The third material pertains to text genres in Indonesian language learning. This includes discussions of fiction and nonfiction genres covering content, structure, linguistic rules,

features, characteristics, and elements of each text genre. Additionally, it addresses curriculum standards (CP), teaching plans (ATP), and instructional elements at each learning phase (Phases D, E, F). Mastery of this material achieved an average score of 94.57, categorized as *very good*. This material serves as the reference for content that students are required to present. Each student selects a text genre aligned with the CP, ATP, and elements from their chosen phase to master and present.

The fourth material tested is related to Indonesian language teaching. This material covers approaches, models, methods, strategies, and techniques, especially those relevant to developing speaking and presentation skills. Student mastery of this material is rated *very good* with an average score of 98.57.

In presentations, content mastery is critically important. Good mastery fosters confidence, courage, and fluency in speaking. Students are expected to apply the oral communication theory concepts they have learned during their presentations.

A good educator must possess strong oral communication skills. Educators should be able to speak politely, effectively, empathetically, and engagingly. Such communication skills are influenced by good content mastery, which supports pedagogical competence and social competence standards.

The second dataset relates to process assessment, focusing on students' activities during the learning process, particularly in completing assigned projects. The assessment aspects include discipline and responsibility, opinion delivery, problem response, activeness, and language use. The overall process evaluation falls into the *very good* category, with an average score of 2.84. At each phase of the Project Based Learning model, students actively participate according to the assigned projects.

The average scores for each process aspect are as follows: discipline and responsibility, 2.93; opinion delivery, 2.75; problem response, 2.89; activeness, 2.86; and language use, 2.71.

According to Darmuki and Hariyadi (2019), activeness involves physical and mental engagement in activities. It encompasses not only physical actions but also non-physical ones such as intellectual and emotional involvement. In the context of oral communication learning, students' activeness is reflected in oral

interactions, especially when expressing opinions, responding to issues, asking questions, providing suggestions, and discussing topics.

To encourage student activeness, they must be conditioned to engage physically and mentally—through expressing opinions, giving suggestions, discussing, and practicing. Elisa et al. (2019) argue that interaction and activeness in learning activities are essential since learning fundamentally involves doing (learning by doing). Such engagement is necessary to change student behavior as a learning outcome. Without interaction and active participation, learning cannot proceed effectively or optimally. Active learning makes the learning experience more meaningful and enjoyable because students truly perceive it as part of themselves. Therefore, the Project Based Learning model is appropriate for fostering such engagement.

Oral communication skills represent an integration of multiple interrelated competencies, including both linguistic and non-linguistic aspects. These two components are essential foundations for effective oral communication. As noted by Arsyad and Mukti U.S. (1993), factors contributing to effective speaking include mastery of linguistic aspects—such as accurate pronunciation, stress placement, intonation, juncture, duration, word choice, and linguistic appropriateness—and non-linguistic aspects—such as a natural, calm, and relaxed demeanor; appropriate eye contact; willingness to respect others' opinions; suitable gestures and facial expressions; voice volume; fluency; reasoning ability; and topic mastery.

The third dataset involves evaluation of video presentation products. Based on the video assessment results, students' content mastery was rated *very good* with an average score of 95.24. Language use also fell into the *very good* category with an average score of 85.71. Presentation delivery and video quality were rated *good*, with average scores of 73.81 and within the *good* category, respectively.

Although the presentation delivery falls within the *good* category, there is room for improvement. Some students' eye contact was not consistently directed at the audience; gestures and facial expressions tended to be stiff; voice projection was sometimes inadequate; and some struggled with fluency and effective language use during their presentations.

While content mastery and language use are categorized as *very good*, presentation delivery and video quality are classified as *good*. The excellent content mastery is supported by students' thorough preparation of material, which was accurate, complete, and systematically organized, and their use of engaging presentation media. During presentations, content was delivered accurately, completely, and systematically. However, some students did not maintain consistent eye contact and tended to read directly from their presentation media, affecting their delivery scores. This also impacted the quality of the videos produced, including shot composition and the layout of material delivery, which were not always visually appealing.

The second aspect evaluated in the video presentations was language use. A speaker must accurately articulate language sounds—including vowels, consonants, and diphthongs. During presentations, some students mispronounced words such as *kongkret* (concrete), *kontinyu* (continuous), *metoda* (method), *pake* (use), and *kalo* (if). Proper placement of stress, intonation, juncture, and duration is essential. Effective language use significantly influences speaking success. When speakers use appropriate stress, intonation, juncture, and duration aligned with their message, their speech becomes engaging, clear, and easy to understand. Generally, students chose words that were precise, clear, and varied, and they constructed effective sentences. Their sentence formulation helped prevent ambiguity in the material delivery, emphasizing the importance of linguistic mastery.

Regarding presentation delivery, a speaker should maintain a natural, calm, and relaxed demeanor. Such composure demonstrates the speaker's authority and integrity, which are strongly influenced by the situation, setting, and solid content mastery. Good content mastery reduces nervousness and stiffness, making confident presentation delivery possible. Attitude is a crucial factor for a speaker's success. Eye contact should be directed towards the audience comprehensively; a speaker should scan the entire room to ensure all listeners feel attended to, fostering communicative interaction.

Evaluation of gestures, facial expressions, voice projection, and fluency indicated the need for improvement. Intensive practice is necessary. While mastery of material often determines fluency, reliance on reading from presentation media detracts from engaging delivery. To

develop effective oral communication skills, students must engage in extensive public speaking practice. Through sustained practice focusing on content mastery, language use, and delivery, students' presentation skills are expected to improve.

This practice process is especially important for prospective teachers. Therefore, the project-based learning model is well-suited to enhance students' oral communication skills. The PBL model offers students opportunities for active physical and mental engagement in developing oral communication skills. In accordance with the PBL stages, students are assigned sequential projects that support the continuous development of their cognitive, affective, and psychomotor domains.

5. Conclusion

Presentation activities require a complex set of knowledge and skills. Therefore, adequate mastery of the material, intensive practice, and proficiency in language are essential. This study applied a Content-, Process-, and Product-Based Project Learning model as an effort to improve students' competence in presenting.

Based on the assessments of material mastery (content), activity during the project implementation (process), and the final presentation video product, it can be concluded that the Project Based Learning model effectively enhances students' content mastery, increases their engagement in every stage of the course, and improves their presentation skills as well as their ability to produce quality video presentations. These three competencies are crucial and must be mastered by students in the Indonesian Language and Literature Education Study Program, who are being prepared as prospective educators. Through the stages of the Project Based Learning model, which involves several sequential tasks or projects, students' cognitive, affective, and psychomotor abilities can be developed.

Mastery of content is particularly important for any presenter. In this study, students' content mastery was categorized as very good, with an average score of 94.97. The average score for activity during project implementation (process) was 2.82, also categorized as very good. The presentation video product received an average score of 82.14, which falls into the good category. Based on these data, the competencies of students in the Indonesian Language and

Literature Education Program at FKIP Universitas Pasundan are already at a very satisfactory level.

The results of this study indicate that the Project Based Learning model can be used as an effective alternative to develop oral communication skills, particularly presentation skills. Through this model, prospective educators are trained to master the material thoroughly and create engaging presentation media. Furthermore, the Project Based Learning stages—starting with posing the essential question, designing the project plan, monitoring student progress, assessing outcomes, and evaluating experiences—help scaffold the learning process.

Throughout these stages, students extensively practice oral communication, deepen their

content mastery, improve their ability to express opinions, enhance their language use, and develop their presentation skills. Additionally, as future educators, students are trained to create instructional media in the form of material presentations using various engaging applications and to produce presentation video products. Consequently, it is expected that students will master pedagogical and professional competencies while also developing their personal and social competencies through active engagement in the project process.

Conflict of Interest Statement

The author declares that there is no conflict of interest regarding the publication of this paper.

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