Learning The Presentation Technique By Applying The Project Base Learning (PBL) Method To Build Self-Confidence

Ifah Atur Kurniati [1], Ratih Widowati[2] , Marventyo Amala [3]

{ifah.atur@polimedia.ac.id[1]}

Politeknik Negeri Media Kreatif, Indonesia, Jakarta, Indonesia[1,2,3]

Abstract. The Presentation Techniques course is one of the courses in the broadcasting study program which studies students' ways and techniques in conveying thoughts, information or opinions in public using spoken language (speaking). Some of their material are the documents created usually consist of important points which form the core of the presentation material. For this reason, it is necessary to improve the design of textbooks. Students will not only learn theory, but students will also be involved in a number of activities, from which students will gain new experiences that support their ability to carry out presentation techniques. The application of the Project Base Learning (PBL) method in the presentation technique course is very necessary for broadcasting students because broadcasting students cannot be separated from public speaking activities. The ability to speak is a basic asset for broadcasting students in particular and students in general to be able to compete in the industrial world.

Keywords: presentation technique, project, PBL, confidence.

1 Introduction

The ability to speak in public for students is something that must be learned. Students are trained to be confident in conveying their ideas, thoughts and opinions in front of an audience. Not just speaking, but when appearing in public, not only that is needed, there are many factors that must also be considered. Several important factors that influence the success of public speaking include communication skills, self-confidence, emotional control, ability to interact with the audience, mastery of presentation media, and practice. Currently, when students are given assignments or asked to come to the front of the class for a presentation, they will refuse for reasons of being nervous, not confident, or embarrassed [1-4].

This is homework for lecturers to return students to live and appear in the real world, not in the virtual world. That they must be present and compete in the industry they will later work in. Of the factors mentioned previously, the last factor, namely practice, is the main thing which according to researchers is the essence of studying public speaking. Through structured practice, it will really help students train their self-confidence and communication skills in public speaking [5,6].

Another difficulty experienced by students is the lack of interest in practicing speaking well and correctly. Even though currently there are so many presentation tips and tricks on social media, students only listen, look and nod without putting them into practice. This is useless because it does not do what is conveyed in the video material. That's why face-to-face teaching in class is still needed. This method effectively 'forces' students to practice what they

have learned. Lecturers are also required to be creative in creating interesting activities so that there is interaction with students in every learning process [7-10].

One method that can be used in this presentation technique course is project based learning (PBL). This learning model places more emphasis on learning activities that are relatively long duration, holistic-interdisciplinary, and student-centered so that students can be integrated into practice with real world issues. This method is considered appropriate in the process of learning presentation techniques for students. For example, students can hold a public speaking competition, play a role in a drama that can train their vocals, or be involved in a collaborative event/show between study programs or in the community. Against this background, the researcher chose the title "Learning The Presentation Technique By Applying The Project Base Learning (PBL) Method To Build Self-Confidence" the purposes of this study are: Increase students' confidence in speaking in public through student involvement in structured projects (PBL) and become a guide for students in preparing themselves to face final assignment preparations [5].

Public speaking is a process, an action and an art in forming a speech in front of an audience. Everyone from 10 to 90 years old finds themselves in a situation where they have to speak in public. Public speaking involves sending words to an audience as well as a spokesperson, for a particular problem/issue. Story telling involve video, text, or personal about life experiences and using these stories to influence. Public speaking are competence that collaborate science, skills, arts and soul. The Project Base Learning method is different from other models because it emphasizes learning activities that are relatively long duration, holistic - interdisciplinary, and student-centered so that students can be integrated with practice with real world issues. The project based learning model tends to utilize information and collect information from various sources in order to create a learning project.

2 Research Method

The research method used in this research is an exploratory qualitative approach. A type of research that focuses on in-depth understanding of phenomena, events, or human behavior. This method is used to explore the meanings, experiences and perspectives of research subjects in a particular context, often through observation, interviews and document analysis. Exploratory qualitative research is a type of research used to understand problems or phenomena that have not been studied much before. The main goal of this research is to explore and dig deeper into a topic to discover new insights, ideas, patterns, or relevant variables.

3 Result and Discussion

Project-based learning, often referred to as PBL, offers a dynamic classroom approach in which students actively explore real-world problems and challenges. This method is centered on student-driven inquiry, allowing learners to engage in exploration and investigation that extends beyond traditional teaching methods. At its core, PBL emphasizes collaboration, critical thinking, and the application of knowledge, making learning more relevant and authentic. Through projects, students not only grasp theoretical concepts but also learn to transfer these concepts to practical situations, which enhances their overall understanding and

retention. The key principles that underline project-based learning include the emphasis on students' ownership of their learning process, the integration of their interests and questions into the project, and the alignment of projects with real-life contexts to connect academic content to the outside world.

In PBL, student agency is paramount. This approach empowers students to take charge of their learning journey, encouraging them to make choices and take responsibility for the outcomes of their projects. Active learning becomes the norm, as students engage in discussions, problem-solving, and collaboration with peers to devise solutions to complex problems. This interaction not only fosters a deeper understanding of the subjects but also cultivates essential life skills such as communication, teamwork, and time management. By participating in projects that matter to them, students develop a sense of ownership and motivation that drives their educational success. Educators play a critical role in this process by facilitating, guiding, and supporting students in their learning endeavors, rather than simply imparting information. This collaborative relationship between teachers and students is crucial for nurturing an engaging learning environment.

Project-based learning (PBL) is a dynamic approach that significantly enhances critical thinking and communication skills for communication students. Through engaging in projects, students learn to tackle complex problems, analyze information, and develop solutions collaboratively. This immersive learning environment promotes deeper understanding as students must articulate their thoughts, defend their ideas, and respond to feedback from peers. Critically analyzing different perspectives during these group projects encourages students to weigh evidence and consider alternative viewpoints, ultimately sharpening their reasoning and decision-making skills. As students learn to present their findings, they also practice how to structure messages effectively, ensuring clarity and engagement, which are vital components of successful communication.

Exploring real-world applications allows students to connect classroom theory to professional practice. By working on projects that mimic industry challenges, they develop relevant skills that prepare them for future careers. For example, a communication student might collaborate with a local nonprofit to create a marketing campaign. This experience not only enhances their technical abilities but also builds confidence as they navigate client expectations and deadlines. Real-world projects encourage adaptability, as students must adjust their strategies based on unforeseen circumstances, further preparing them for the unpredictable nature of the workplace. Engaging with professionals during these projects cultivates networking skills and gives students insight into the expectations they will face in their careers, making the transition from classroom to job market smoother and more informed.

To maximize the benefits of project-based learning, students should actively seek feedback from peers and mentors throughout their projects. This ongoing dialogue not only fosters improvement but also builds a community where ideas can flourish and evolve. Establishing a habit of reflection at each project's end allows students to assess what they have learned and identify areas for further growth, giving them a competitive edge as they prepare for their professional futures. In presentation,we know three pilars. They are Clarity, engagement, and structure are the three pillars that hold a great presentation together. Being clear in your language helps avoid confusion and ensures your points are understood. Aim for simplicity and avoid jargon unless you're certain your audience comprehends it. Engaging your audience throughout your presentation keeps their attention focused. This can be achieved by asking questions, encouraging participation, or adding interesting anecdotes related to your message. Aim for simplicity and avoid jargon unless you're certain your audience comprehends it.

Engaging your audience throughout your presentation keeps their attention focused. This can be achieved by asking questions, encouraging participation, or adding interesting anecdotes related to your message.

Analyzing the audience's demographics and interests is crucial for effective communication. Start by gathering data that helps you understand who your audience is. This can include age, gender, education, cultural background, and profession. Tools like surveys, social media analytics, and audience profiling can reveal important trends and preferences. For example, younger audiences may respond better to digital content and dynamic presentations, while older audiences might appreciate traditional formats. Don't forget to explore their interests and values, as understanding what motivates your audience can guide you in crafting a message that resonates deeply. Engaging with your audience through social media or forums can also provide invaluable insights into their needs and desires, enabling you to connect with them on a personal level.

Tailoring your content is essential for establishing an effective connection with your audience. When your message aligns with their interests and demographics, it increases engagement and fosters a sense of relevance. Consider their level of expertise; a more knowledgeable audience might appreciate detailed analysis and in-depth discussions, while a general audience may prefer simpler explanations and more relatable examples. Ultimately, understanding and connecting with your audience is an ongoing process. Keep track of audience feedback and be adaptable; this will strengthen your ability to communicate effectively over time. Remember the goal is to create a two-way communication channel where the audience feels valued and heard. Be proactive in seeking out their perspectives and let that inform your future content. A great practice is to incorporate questions and prompts that invite audience interaction, which not only the response but also builds a stronger community around the projects.

In Polytechnic Negeri Media Creative, at Broadcasting Study Program the creative way that we do in presentation technique class usually we use the studio. The student will ask for see the camera and imagine that many audience watch them. Its helpful the student to exercise their eye focus and manage thei anxiety. They must be see one point, it means they forced to see the center of camera. Presentation anxiety is a common experience for many students, and understanding where this fear comes from is the first step in managing it. Often, anxiety stems from the fear of judgment, the pressure to perform, or concerns about forgetting what to say. The thought of speaking in front of peers can tap into deep-rooted fears of inadequacy or embarrassment, which can be overwhelming. To cope with these feelings, it's essential to recognize that you are not alone in this struggle.

One effective strategy is to reframe your perspective on the situation. Instead of viewing the presentation as a test of your abilities, consider it an opportunity to share your ideas and knowledge. Breathing exercises and visualization techniques can also be useful tools. By imagining a successful presentation in your mind, or practicing deep, calming breaths, you can shift your mindset and reduce feelings of anxiety.The other way is involved the student to present their idea in every campus event through the student community. We have Polimedia TV and Radio Polimedia, so they can exercise their speak and their confident in that community. They can ask to senior student to know about their presentation experience. Effective collaboration among team members is essential for successful project-based learning. A strong foundation for collaboration starts with fostering an environment of trust and open communication. Encourage team members to share their ideas freely without the fear of criticism. This can be achieved through regular check-ins or brainstorming sessions that prioritize inclusivity. Setting clear goals and defining roles helps clarify expectations and

allows everyone to understand how their contributions fit into the overall project. Recognition of individual strengths and skills can aid in assigning tasks more effectively, as members will feel valued when their unique talents are acknowledged.

Creating a clear, concise, and persuasive message is essential in effective communication. To achieve this, start by knowing exactly what you want to say. This requires defining your main idea and sticking to it. Avoid jargon and complex sentences that could confuse your audience. Instead, use simple, straightforward language that can be easily grasped. This approach not only makes your message clearer, but also enhances your credibility as a communicator. For PBL practise we do some activities like pitching simulation and final project. We make some group in the class an they present their idea and the other group give the respons. For the best group, the lecturer will give appreciate like the point, gift, or privilege occasion. We also involve the industry to being an expert in PBL method. The industry usually can be a judge or reviewer after tha class practice. Or they can give the opportunity for the student to join the project or create the presentation. It can be make good networking and also make the student to practise their speak, language, expression, gesture to the other. The student must know about the audience. They can research first who will join the presentation. Aligning your message with your audience's needs and the objectives of your project is equally important. To do this effectively, you must first understand who your audience is. Take time to analyze their interests, values, and expectations. This knowledge will help you tailor your message in a way that directly appeals to them. For instance, if your audience consists of communication students, incorporating examples from their field can make your message more relevant and engaging. Furthermore, consider the goals of your project. Your message should clearly support these objectives and convey the benefits or solutions you aim to provide. When your message aligns with the audience's interests and the project's goals, it creates a stronger impact and encourages active engagement. Always strive to connect the dots between your message and the audience's priorities, making it clear why your message matters to them.

To maximize the effectiveness of your communication, continuously seek feedback from peers or mentors. This can help you refine your message further, ensuring it resonates well with the intended audience. Practicing your message aloud can also reveal areas that might require simplification or clarification. Remember, crafting a compelling message is an iterative process; the more you engage with your audience and reflect on their reactions, the better you will become at delivering clear and persuasive communication that meets both their needs and those of your overall project objectives.

4 Conclusion

Emerging technologies are fundamentally reshaping the landscape of project-based learning. These advancements enable students to engage in more interactive and dynamic forms of learning. For instance, virtual and augmented reality tools allow students to explore complex concepts and scenarios that would be difficult to replicate in traditional classroom settings. Collaborative learning experiences are being greatly enhanced by a variety of tools and platforms that foster interaction among students. The world of communication education is rapidly evolving, influenced by technological advancements, shifting societal needs, and an increasing emphasis on digital literacy. Students are no longer just passive recipients of information; they are active participants in a dynamic exchange of ideas. Adaptability in

project-based learning is essential for preparing students for future success in this ever-changing field. This learning model encourages students to investigate real-world problems and collaborate to find solutions, mimicking the collaborative nature of modern workplaces. When students engage in project-based learning, they not only acquire knowledge but also develop essential skills such as teamwork, problem-solving, and project management

References

[1]   Muljanto, M.A. (2018). Mengatasi Rasa Takut dan Tidak Percaya Diri dalam Public Speaking. *BPPK Kemenkeu*. Retrieved from http://www.bppk.kemenkeu.go.id/publikasi/artikel/168artikelpengembangan-sdm/19844-mengatasi-rasa-takut-dan-tidak-percaya-diri-dalampublic-speaking.

[2]   Nurfitriyanti, M. (2016). Model Pembelajaran Project Based Learning Terhadap Kemampuan Pemecahan Masalah Matematika. *Formatif: Jurnal Ilmiah Pendidikan Mipa, 6*(2), 149–160. https://doi.org/10.30998/formatif.v6i2.950

[3]   Maesaroh, S. (2022). Model Project Based Learning dalam Memotivasi Belajar Siswa. *Jurnal Mediakarya Mahasiswa Pendidikan Islam, 03*(02), November 2022.

[4]   Rachmayanti, S. (2024). Pentingnya Public Speaking guna Meningkatkan Komunikasi Mahasiswa. *Journal of Information and System Management, 3*(3), June 2024.

[5]   Wulandari, I. & Ahmad, H. (2017). Implementasi Pembelajaran Berbasis Proyek untuk Meningkatkan Keterampilan Pemecahan Masalah Siswa. *Jurnal Pendidikan MIPA*, 5(1), 101-110.

[6]   Kusuma, D. & Setyani, S. (2019). Pengaruh Teknik Pembelajaran Project-Based Learning terhadap Hasil Belajar Siswa. *Jurnal Pendidikan dan Pengajaran*, 11(2), 55-60.

[7]   Sari, M.D., & Rahayu, M. (2021). Pengaruh Public Speaking terhadap Kepercayaan Diri Siswa dalam Presentasi Kelas. *Jurnal Pendidikan dan Psikologi*, 7(3), 122-130.

[8]   Gunawan, A., & Pramesti, A. (2018). Peningkatan Keterampilan Public Speaking Melalui Latihan Berbicara di Depan Umum. *Jurnal Pengembangan Pendidikan*, 9(1), 88-95.

[9]   Ristiana, M., & Yulianto, F. (2022). Penggunaan Metode Project-Based Learning dalam Pengajaran Matematika: Studi Kasus di Sekolah Menengah. *Jurnal Pendidikan Matematika*, 8(4), 220-230.

[10]   Fitriana, D., & Sugiyono, E. (2020). Pengaruh Pembelajaran Project-Based Learning terhadap Pengembangan Kreativitas Siswa. *Jurnal Ilmiah Pendidikan*, 14(2), 45-52.