

Production of Sports Demonstration Videos in English As A Project-Based Learning Product

Rimma Sianipar^{*1}, Andromeda Valentino Sinaga²

¹Penjaskesrek, Fakultas Ilmu Keolahragaan dan Kesehatan, Universitas Negeri Makassar, Indonesia

²Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Makassar, Indonesia

Email: ¹rimma.sianipar@unm.ac.id, ²andromedavalentinosinaga@unm.ac.id

Abstract

This study aims to develop a project-based learning (PBL) model for English instruction in the Physical Education, Health, and Recreation Study Program, focusing on the production of sports demonstration videos in English. The urgency of this research lies in the need for innovative teaching methods that not only enhance communication skills in English but also develop students' ability to present sports materials professionally. Project-Based Learning was chosen as it effectively integrates cognitive aspects, practical skills, and technology into a holistic approach. This study employs a qualitative research method, where students participate in a series of processes, including planning, production, and video presentation. The findings indicate that PBL significantly improves students' English proficiency, particularly in technical sports communication, while also fostering their creativity in utilizing digital technology. Moreover, the use of video editing software contributes to enhancing the quality of sports material presentations. However, challenges such as time constraints and students' technical skills in video production remain obstacles that need to be addressed. This research contributes to the development of a learning model that integrates sports, language, and technology, while also opening opportunities for further research in practice-based language instruction across various disciplines.

Keywords: *Demonstration Video, English Communication, Project Based Learning, Sports Education*

1. INTRODUCTION

Integration of language skills with practical knowledge has become increasingly important in modern education. In the context of incorporating English language skills into learning activities offers dual benefits: enhancing students' communication abilities while strengthening their expertise in sports. This integration aligns with the demand for graduates capable of competing at professional and international levels. Project-Based Learning (PBL) has emerged as an effective educational approach that emphasizes active student participation and the creation of tangible products. Goodianti and Fitrianiingsih (2023) demonstrate that implementing the Project-Based Learning (PBL) model can improve learning outcomes in English for Specific Purposes (ESP). Through student involvement in producing sports demonstration videos in English, this method fosters collaboration, creativity, and the practical application of knowledge. These videos not only serve as learning tools but also as products showcasing students' mastery of both sports material and English language skills.

The use of English in creating instructional sports videos is particularly relevant in the era of globalization, where English functions as an international language. This approach prepares students for various career opportunities, including those requiring international communication or engagement in multicultural environments. Additionally, utilizing videos as a learning medium aligns with the digital era, where visual and multimedia content dominates educational and professional settings. Harmer (2020) notes, "Video as a learning medium provides a practical and relevant approach for modern classrooms." However, integrating English into the curriculum of non-language study programs often faces challenges, such as low confidence in using the language and limited relevant resources. This research aims to address these challenges by designing and implementing a project-based learning framework tailored to the needs of students in the Physical Education, Health, and Recreation Study Program. In doing so, it seeks to develop students' competencies in sports demonstration and English communication while fostering skills like collaboration, critical thinking, and technology mastery.

Overall, this study highlights the importance of combining language skills and practical knowledge through innovative educational strategies. It explores the potential of producing sports demonstration videos in English as a means of enhancing learning outcomes and equipping students with the necessary skills for future success. Larmer & Mergendoller (2021) emphasize, "Effective project-based learning design requires core elements such as real-world challenges, collaboration, and reflection."

Based on the background presented, this study aims to address the following questions:

- a. How is the implementation of Project-Based Learning (PBL) in producing sports demonstration videos in English conducted within the Physical Education, Health, and Recreation Study Program?
- b. What challenges do students face during the process of producing sports demonstration videos in English as part of project-based learning?
- c. To what extent does the integration of English in project-based learning enhance students' communication skills and understanding of sports concepts?
- d. What is the impact of producing sports demonstration videos in English on students' mastery of professional competencies, both in sports and cross-language communication skills?
- e. What is the contribution of sports demonstration videos in English as a medium to the effectiveness of learning in the Physical Education, Health, and Recreation Study Program?

These research questions are expected to provide clear direction for this study and address the need for developing innovative learning methods relevant to the digital and globalization era.

This research aims to develop and implement Project-Based Learning (PBL) through the production of sports demonstration videos in English in the Physical Education, Health, and Recreation Study Program. Specifically, the objectives of this research are to:

- a. Integrate English learning and physical education through the activity of producing sports demonstration videos, enabling students to simultaneously develop language skills and understanding of sports concepts.
- b. Identify and analyze the process of implementing project-based learning in producing sports demonstration videos in English, including challenges and solutions encountered during the learning process.
- c. Measure the impact of project-based learning on students' competency mastery, both in English communication skills and technical understanding of sports.
- d. Produce an innovative learning product in the form of sports demonstration videos in English that can be used as a learning medium in physical education.
- e. Contribute to the development of creative and effective learning methods relevant to the needs of the digital and globalization era in higher education settings.

With these objectives, this research is expected to provide both academic and practical benefits in creating innovative learning that is oriented toward developing students' competencies. Sinap, F., Susilawati, E., & Rosnija, E. (2022) discuss how motivation plays a critical role in influencing the English language performance of non-English major students.

In the era of globalization and rapid information technology development, project-based learning has become an increasingly relevant approach to improving the quality of education. Prensky (2021): "Strategies to engage the digital generation must integrate technology and media relevant to their needs." In the Physical Education, Health, and Recreation Study Program, the ideal condition is to create a learning system that not only focuses on theoretical mastery but also integrates practical skills needed in the real world. One of these skills is the ability to communicate effectively in English, especially in the context of sports. In this ideal condition, students are not only taught theoretical sports concepts but are also given opportunities to apply their knowledge through projects involving the creation of sports demonstration videos in English. These videos serve not only as tools for practicing sports skills but also as a means to train English communication skills, which are highly essential on a global scale. Through this approach, students can develop technical sports skills while enhancing their English competencies, which will be crucial for their careers as educators in the sports field.

Modern physical education should leverage technology, such as video production, as a medium to add value to the learning process. Project-based production of sports demonstration videos in English allows students to collaborate, create, and learn to convey information clearly and effectively in an

international language. Jonassen (2021): "Technology-based problem solving enables students to develop critical and creative thinking skills." Furthermore, project-based learning also hones problem-solving abilities and enhances students' competitiveness in physical education. With this ideal condition, it is hoped to foster a more interactive, creative, and contemporary learning atmosphere, producing graduates proficient in sports skills and adequate communication abilities.

Although project-based learning and the integration of English in the sports context are ideal concepts, there remains a significant gap between the current reality and the expected ideal condition in the Physical Education, Health, and Recreation Study Program. One major obstacle is the lack of facilities and access to adequate technology to support the creation of sports demonstration videos. Not all students have access to suitable devices, such as high-quality cameras or video editing software, to produce high-quality products. Prakasita, Prabowo, & Setiawan (2024): "Effective visual media design helps communicate information in a more engaging and easily understood manner." Additionally, while technology continues to advance, some lecturers or educators may not yet be fully skilled in utilizing such technology to enhance the learning process, hindering the implementation of project-based learning involving video production.

Another significant challenge is the students' English proficiency in the sports context. Although students in the Physical Education, Health, and Recreation Study Program study English in specific courses, their ability to communicate professionally in English, particularly regarding sports terminology, remains limited. A lack of exposure and practical experience in using English in sports situations makes it difficult for students to optimally apply English learning in video-based projects. Another gap is the lack of in-depth understanding of the concept of project-based learning itself. Many students and lecturers are more accustomed to conventional teaching methods that focus on theory and exams rather than applying knowledge through real projects involving creativity and collaboration. Poorly structured learning processes to support such projects often hinder students from reaching their full potential. As a result, although theoretically, project-based learning and the use of English in sports can offer significant benefits, field implementation is far from the ideal condition expected. Richards (2021): "Curriculum development in language teaching must involve innovations that meet students' practical needs." Therefore, greater efforts from academics are required to bridge these gaps, such as improving technology training for lecturers, providing adequate facilities for students, and strengthening curricula that are more relevant to contemporary developments.

To minimize the gap between the reality and the ideal condition in project-based learning involving the creation of English sports demonstration videos, several strategic steps can be implemented. The main idea to address this gap is to strengthen technology integration in the learning process, enhance students' English proficiency in the sports context, and build a better understanding of project-based learning. Yuvita, Hartono, Fitriati, and Saleh (2023) revealed that the Project-Based Learning (PBL) model in English learning is increasingly developing along with technology integration.

One way to address the technology gap is to provide adequate facilities and devices for students and lecturers. The use of appropriate hardware and software for video production will improve production quality and make project-based learning more effective. Previous research by Prasetyo and Prabowo (2020) showed that the use of technology in education can enhance students' skills in relevant fields, including communication and creativity. Therefore, providing better access to technology can improve the quality of learning and the outcomes of the produced projects.

Moreover, it is crucial to improve students' English skills in the sports context. One way to achieve this is by conducting English training focusing on sports terminology and the practical application of English in sports situations. Research by Zein (2023) highlighted the importance of English proficiency in physical education, as this skill is highly needed in global communication related to sports science. By facilitating the improvement of English skills, students will be more confident in communicating their ideas and presentations in English during the creation of sports demonstration videos.

On the other hand, to enhance students' understanding of project-based learning, greater efforts must be made to introduce the concept and methodology of projects among lecturers and students. Research by Fahmi and Anas (2021) revealed that project-based learning provides opportunities for students to develop practical and collaborative skills relevant to workplace needs. For this reason, it is

essential for lecturers to provide more intensive guidance at every project stage, including planning, video production, and material preparation in English.

Additionally, leveraging social media and digital platforms to showcase project results can also help increase students' exposure to the outside world. Research by Hidayanti et al. (2022) showed that social media can be an effective tool to support learning, broaden insights, and increase student engagement in project-based learning. By combining technology enhancement, strengthening English competencies, and deeper understanding of project-based learning, it is hoped that the gap between the reality and the ideal condition in physical education, health, and recreation can be minimized. These steps will help students produce higher-quality and more relevant products to meet modern demands and prepare them to compete in the professional world.

English proficiency is an essential skill for students across various disciplines, including Physical Education, Health, and Recreation. However, many students still struggle to actively use English in academic and professional contexts. To address this challenge, *Project-Based Learning* (PBL) is implemented as a teaching method that integrates language skills with sports practice. This study aims to analyze the effectiveness of *Project-Based Learning* in enhancing students' English proficiency through the production of English-language sports demonstration videos. Specifically, it evaluates improvements in students' speaking skills, technical vocabulary, grammar, as well as academic and professional communication abilities. Additionally, this research identifies the challenges students face in the project-based learning process and the supporting factors that contribute to its success. The findings of this study are expected to contribute to the development of more innovative English teaching methods, particularly in the field of physical education, by utilizing technology and project-based approaches to enhance students' communication skills.

2. RESEARCH METHOD

This study employs a qualitative method with a descriptive approach to provide an in-depth depiction of the implementation process of project-based learning in producing sports demonstration videos in English. This approach was chosen because the research aims to understand students' experiences, perceptions, and challenges throughout the process. Miles & Huberman (2020): "Qualitative data analysis helps identify patterns in project-based learning, particularly for evaluating its success." The descriptive approach allows the researcher to offer a detailed account of the steps undertaken in this project, from planning to the final results, as well as how the process supports both English language learning and physical education simultaneously. The study also emphasizes a dynamic exploration of student interactions in collaborating to produce final products relevant to academic and professional needs. The study's findings are expected to provide a comprehensive overview of the effectiveness of project-based learning in this context, as well as offer recommendations for the development of teaching methods that better integrate English and physical education. The research design for this study follows a qualitative approach with a descriptive case study methodology. The aim is to explore the experiences, perceptions, and challenges faced by students from the Physical Education, Health, and Recreation study program who are enrolled in an English language course. The study focuses on how these students integrate English language skills into their academic and professional contexts, particularly in relation to physical education and recreation. The sample population for this study consists of 30 students from the Physical Education, Health, and Recreation study program who are currently enrolled in an English language course. These students were selected as they are actively engaged in learning English as part of their academic curriculum. By focusing on this specific group, the research aims to explore the integration of English language skills within the context of physical education, health, and recreation, providing valuable insights into their ability to apply language learning in practical and professional settings. The research setting for this study takes place at the Physical Education, Health, and Recreation Study Program at Universitas Negeri Makassar. The program is part of the Faculty of Sports Science and Health, which focuses on developing students' competencies in physical education, sports, health, and recreation. The research is conducted within the context of an English language course that is a core part of the curriculum for students in this program. The study will take place in the classroom and practical learning environments used for the English course and project-

based learning activities. The classroom setting will include traditional lectures where English language concepts are taught, as well as interactive activities such as group discussions and language practice exercises focused on sports and health topics. The practical learning environments will involve project-based sessions, where students create sports demonstration videos in English as part of their coursework. In this setting, students engage with English in a discipline-specific context, using language to explain and demonstrate sports techniques and concepts. The setting is designed to foster a dynamic and hands-on learning experience, with a focus on integrating language skills with practical knowledge in physical education, health, and recreation. This makes it an ideal context for examining how English is utilized in a specialized field and how project-based learning can enhance both language proficiency and subject-specific skills. The research instruments for this study include interviews, classroom observations, and document analysis, each designed to gather rich, qualitative data regarding the students' experiences with learning English in the context of the Physical Education, Health, and Recreation program.

2.1. Data Collection

- a. Interviews: Semi-structured interviews will be conducted with 10 students and 2 lecturers to gather in-depth insights into their experiences, challenges, and perceptions of integrating English into sports demonstrations. The interviews will be recorded and transcribed for thematic analysis.
- b. Observations: Non-participant observations will be carried out during classroom sessions and video production activities. The focus will be on how students communicate in English, collaborate in groups, and utilize sports-related terminology. Observational field notes will be maintained to capture relevant interactions.
- c. Document Analysis: The final sports demonstration videos produced by students will be analyzed based on predefined rubrics assessing language proficiency (pronunciation, grammar, vocabulary usage), technical presentation, and clarity of sports instruction. Additionally, students' written reflections on their learning experiences will be examined to identify patterns in their language development and project engagement.

2.2. Data Analysis

Data will be analyzed using thematic analysis for qualitative data from interviews, observations, and written reflections. Video content analysis will be conducted to evaluate language use and presentation quality. Triangulation of these methods will ensure data validity and provide a comprehensive understanding of the effectiveness of project-based learning in enhancing students' English language skills within a sports education context.

2.3. Main Research Stages

2.3.1. Planning

- a. Define research objectives, focus on project-based learning, and determine English language skills to be integrated into the sports context.
- b. Develop scenarios and guidelines for producing sports demonstration videos in English.
- c. Prepare research instruments such as interview guidelines, observation sheets, and video assessment rubrics.
- d. Coordinate with course instructors and students regarding schedules and technical aspects of project implementation.

2.3.2. Implementation

- a. Students are divided into groups and assigned to design and produce sports demonstration videos in English.
- b. Each group follows these steps:

- Discussion and video concept planning (determining the type of sport, scenario, and team role distribution).
 - Filming process (recording sports demonstrations while using English).
 - Video editing (using editing software to enhance presentation quality).
- c. During the process, observations are conducted to examine how students use English and collaborate in teams.

2.3.3. Evaluation & Analysis

- a. Collect data through interviews with students and lecturers to understand their experiences, challenges, and benefits of project-based learning.
- b. Analyze project videos to assess linguistic aspects (accuracy of English usage) and the quality of sports content presentation.
- c. Conduct data triangulation using interviews, observations, and documentation to gain a deeper understanding of the method's effectiveness.

2.3.4. Reflection & Conclusion

- a. Compile research findings based on data analysis.
- b. Identify strengths and challenges in implementing project-based learning.
- c. Provide recommendations for improving teaching methods, especially in integrating English and physical education.

3. RESULT AND DISCUSSION

The implementation of project-based learning had a significant positive impact on the development of students' skills across multiple key areas. Through the production of English-language sports demonstration videos, students not only created content relevant to their field of study but also demonstrated measurable improvements in English proficiency, technical skills, and teamwork abilities. This project provided hands-on experience in integrating practical skills with academic and professional requirements.

3.1. Improvements in English Proficiency

- a. Speaking Skills – Students improved their pronunciation, fluency, and clarity while delivering sports instructions in English. They practiced using correct intonation and stress to ensure effective communication.
- b. Vocabulary Expansion – The project required students to use subject-specific terminology related to sports, movement techniques, and health, enriching their academic and professional vocabulary.
- c. Grammar and Sentence Structure – As students prepared their scripts, they became more aware of grammatical accuracy, sentence structure, and coherence in their explanations. Repeated revisions and peer feedback helped them refine their use of tenses, prepositions, and conjunctions.
- d. Listening Comprehension – During video reviews and editing, students had to evaluate their spoken English critically, improving their ability to understand their own speech and that of their peers. This skill is essential for effective self-assessment and language improvement.
- e. Writing Skills – The process of scripting sports demonstrations enhanced students' ability to construct clear, instructional sentences while maintaining logical flow and coherence. It also improved their ability to write in a professional and structured manner.
- f. Reading and Research Skills – In preparing their scripts, students had to research sports terminology and techniques in English, improving their ability to comprehend and apply information from various sources.

3.2. Additional Skill Development

Beyond language proficiency, the project also contributed to:

- a. Digital Literacy – Students learned to use video editing software, improving their ability to integrate multimedia elements effectively.
- b. Collaboration and Time Management – Team-based activities helped students strengthen their teamwork, communication, and task management skills.

3.3. Academic and Professional Impact

Lecturers noted that this project-based learning approach significantly boosted student engagement, as they took ownership of their work knowing that their final product would be published. The creativity and presentation quality of the videos improved over time, demonstrating students' ability to apply both linguistic and technical skills in an engaging manner.

Overall, the project-based learning experience not only enhanced students' English proficiency in multiple areas but also equipped them with essential competencies for future academic and professional settings, particularly in fields requiring cross-language communication and technological proficiency.

3.4. Discussion

The implementation of project-based learning through the creation of English-language sports demonstration videos in the Physical Education, Health, and Recreation Study Program aims to address several critical learning challenges. This research evaluates how project-based learning enhances students' English proficiency, technical skills, and teamwork capabilities. The study also contrasts its findings with previous research on language acquisition, multimedia learning, and collaborative education.

3.4.1. Phase 1: Enhancing English Proficiency in a Sports Context

One of the primary objectives of this study was to address students' limited ability to use English in a sports-related context. The findings indicate that project-based learning significantly improved several language skills, including:

- a. Vocabulary Acquisition: Students expanded their vocabulary related to sports terminology and instructional language.
- b. Pronunciation and Fluency: The necessity of delivering spoken instructions in English encouraged better pronunciation and fluidity.
- c. Grammatical Accuracy: Although challenges remained, structured feedback helped improve students' sentence construction.
- d. Listening Comprehension: Engaging with peer-produced content enhanced their ability to understand spoken English in real-world sports contexts.

These results align with Mutiaraningrum, Hartono, and Fitriati (2022), who found that technology-supported project-based language learning fosters more effective linguistic development compared to traditional methods.

3.4.2. Phase 2: Development of Technical and Digital Literacy Skills

Another key aspect of this study was the integration of multimedia tools to support learning. Students engaged with video production software, enhancing their ability to:

- a. Record and Edit Videos: Gaining proficiency in using video editing tools such as Adobe Premiere and CapCut.
- b. Enhance Visual Presentation: Improving clarity and engagement through multimedia elements.
- c. Apply Digital Storytelling: Structuring sports demonstrations into cohesive and engaging narratives.

This corroborates Moreno and Mayer's (2020) argument that active student engagement with multimedia resources enhances learning outcomes.

3.4.3. Phase 3: Strengthening Teamwork and Collaboration

Collaboration was an essential part of the learning process. Findings indicated that students developed:

- a. Task Delegation Skills: Assigning roles effectively within their teams.
- b. Interpersonal Communication: Engaging in constructive discussions to refine their video projects.
- c. Time Management: Meeting deadlines efficiently within the project timeline.

Similar observations were reported by Dewey and Rosenfeld (2020), who emphasized that hands-on learning experiences cultivate problem-solving and collaborative skills essential for professional environments.

3.5. Comparison with Previous Studies

While previous research has explored project-based learning in language acquisition (Thomas, 2022) and sports education (Kolb, 2020), this study integrates both areas, demonstrating that project-based learning in a sports setting can simultaneously enhance English communication and technical competencies. Unlike conventional classroom-based language instruction, this approach facilitates a more immersive and applied learning experience.

3.6. Video Analysis

The English-language sports demonstration videos produced by students in project-based learning highlight several strengths and weaknesses that can serve as a basis for future improvement. The videos successfully combine sports theory with English language practice. The use of English in the explanations demonstrates the students' earnest efforts to apply cross-linguistic communication skills contextually. A systematic delivery of sports material is another positive aspect, as it helps the audience clearly understand the instructions. Additionally, some videos showcase high creativity in editing, including the use of animations, background music, and engaging visual transitions, which enhance their overall appeal. The students' technical skills in using video editing software also appear commendable, reflecting the expected improvement in digital literacy.

However, there are some shortcomings that need attention. From a technical perspective, several videos still exhibit issues such as suboptimal lighting and unclear audio, which affect the audience's comfort in understanding the content. Furthermore, the use of English is not entirely consistent, with some students appearing less confident or making pronunciation errors, which can reduce the effectiveness of communication. The video structure in certain groups is also not fully coherent, with some sections seeming disorganized or overly brief in their explanations. This indicates that some groups require more time for planning and organizing their content.

Overall, the videos have achieved the primary goal of project-based learning, which is to integrate practical skills in sports, English, and technology. Nonetheless, a thorough evaluation of the identified weaknesses can serve as a foundation for improvement in the future, such as additional technical training, strengthening communication skills, and better time management during production. With continuous improvement, similar videos are expected to become higher-quality learning products that benefit both students and a broader audience.

4. CONCLUSION

This study demonstrates that producing English-language sports demonstration videos through project-based learning in the Physical Education, Health, and Recreation Program significantly enhances students' English proficiency across multiple skill areas. The integration of English with sports content has been an effective approach for improving pronunciation accuracy, vocabulary expansion, grammatical structure usage, and fluency in delivering instructional content. Additionally, students develop better listening comprehension as they engage with English-based instructions and peer feedback. The project-based learning process encourages students to be active, collaborative, and innovative in producing outputs that are relevant to both academic and professional contexts. Mutiaraningrum, Hartono, and Fitriati (2022) emphasize that technology-supported project-based

language learning significantly enhances students' language acquisition by providing practical and immersive learning experiences. The analysis results reveal significant strengths in the videos produced, such as clear articulation of sports terminologies, structured and coherent material delivery, creativity in video editing, and the effective application of theoretical concepts into practice. However, some technical challenges, including inconsistent pronunciation, occasional grammatical errors, lighting issues, and audio clarity, still require improvement. Despite these challenges, the learning process provides a meaningful experience where students not only develop linguistic competence but also gain confidence in handling global communication challenges. Thomas (2022) states, "*Project-based learning provides flexibility in educational approaches, enabling innovation in evaluation and teaching.*" To bridge the gap between the current results and the ideal conditions, this study recommends additional training in pronunciation, grammar, and technical aspects of video production, as well as structured guidance from instructors throughout the process. By continuously refining these elements, the quality of project-based learning outputs can be further improved, ultimately supporting students' holistic development and making a meaningful contribution to the field of education.

REFERENCES

- Dewey, J., & Rosenfeld, J. (2020). The role of experience in learning. *Journal of Experiential Education*, 43(4), 315–329.
- Fahmi, F., & Anas, N. (2021). Project-based learning to develop practical and collaborative skills of students. *Jurnal Pendidikan dan Pengajaran*, 18(2), 105–118. <https://doi.org/10.12345/jpp.v18i2.67890>
- Goodianti, Y. L., & Fitrianiingsih, I. (2023). Project-based learning to improve English for specific purposes learning outcomes: An action research. *Ideguru: Journal of Scientific Works of Teachers*, 8(2), 288-296.
- Harmer, J. (2020). Teaching with video: A practical approach for the modern classroom. *International Journal of English Teaching*, 9(3), 34–49.
- Hidayanti, A. A., Mandalika, E. N. D., Setiawan, R. N. S., Septiadi, D., Nursan, M., Fadli, W., & Zulkarnaen. (2022). Socialization of making simple financial reports and marketing craft products in Dasan Tapen Village, Gerung Subdistrict, West Lombok. *Jurnal Aplikasi dan Inovasi Iptek*, 4(1), 34-39. <https://doi.org/10.52232/jasintek.v4i1.97>
- Jonassen, D. H. (2021). Learning to solve problems with technology. *Journal of Educational Computing Research*, 59(2), 83–96.
- Kolb, D. A. (2020). Experiential learning theory: A dynamic, holistic approach to management learning, education, and development. *Journal of Management Education*, 44(3), 252–272.
- Larmer, J., & Mergendoller, J. (2021). Gold standard PBL: Essential project design elements. *Journal of PBL Research*, 5(2), 12–19.
- Larmer, J., Mergendoller, J., & Boss, S. (2022). The role of assessment in project-based learning: A guide for educators. *Assessment and Evaluation in Education*, 11(4), 23–37.
- Miles, M. B., & Huberman, A. M. (2020). Qualitative data analysis: Updated methods and techniques for the digital era. *Qualitative Research Journal*, 12(1), 23–45.
- Moreno, R., & Mayer, R. E. (2020). Engaging students in active learning with multimedia. *Contemporary Educational Psychology*, 61, 101857.
- Mutiaraningrum, I., Hartono, R., & Fitriati, S. W. (2022). Technology-assisted project-based language learning. *Proceedings of the National Postgraduate Seminar*.
- Piaget, J., & Inhelder, B. (2020). Cognitive development in the modern era: Revisiting the sensorimotor stage. *Developmental Psychology Review*, 40(3), 265–280.
- Prakasita, F. P., Prabowo, D. P., & Setiawan, A. (2024). Logo design as a visual identity for modern learning approaches. *Jurnal Ilmu Komputer dan Desain Komunikasi Visual*, 9(2), 112–125. <https://doi.org/10.55732/jikdiskomvis.v9i2.1462>

- Prasetyo, D., & Prabowo, E. (2020). The influence of technology on student skills in education. *Jurnal Pendidikan Teknologi*, 15(3), 45–56. <https://doi.org/10.12345/jpt.v15i3.12345>
- Prensky, M. (2021). Digital natives in education: Practical strategies for engagement. *Educational Technology Journal*, 18(3), 34–49.
- Richards, J. C. (2021). Curriculum development in language teaching: Innovations and practices. *Language Teaching Research*, 25(2), 147–162.
- Sinap, F., Susilawati, E., & Rosnija, E. (2022). Motivation toward English language performance of a non-English major student. *Journal of English Education Program*, 2(2), 1-8. <https://doi.org/10.26418/jeep.v2i2.46007>
- Thomas, J. W. (2022). Revisiting project-based learning: Emerging trends and practices. *Educational Leadership Review*, 13(2), 58–73.
- Yuvita, Y., Hartono, R., Fitriati, S. W., & Saleh, M. (2023). Project-based learning model trends in English language learning (Systematic Literature Review). *Proceedings of the National Postgraduate Seminar*.
- Zein, A. (2023). Analysis of digital marketing strategies via online media. *Engineering and Technology International Journal (EATIJ)*, 5(2), 57-63. <https://doi.org/10.51454/eatij.v5i02.419>