



The Process of directing an Interactive Educational Videos for Deaf and Intellectually Disabled Children at SLBN Dharma Wanita Kota Bogor

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Abstract. *Educational videos are familiar to the Indonesian people, especially in the world of education, because educational videos contain certain information or teaching materials that can be used by teachers. The making of educational videos cannot be separated from the role of a director in the process from start to finish to produce quality audio visual works. Deaf (SLB-B) and Intellectually disabled(SLB-C) students at SLBN Dharma Wanita became the reason for making this final project because they saw that the learning carried out by the school had not used animated videos, so the director and team were inspired to make audio-visual works in the form of interactive educational videos with the theme "SPESIAL" Sarana, Pembelajaran, Sederhana, Interaktif, Asik dan Luar Biasa. The purpose of this final project is to produce an educational video with a curriculum tailored to schools, namely skills and sports, consisting of educational videos to make used goods useful, cheerful gymnastics for children with disabilities and Tebak Warna Interaktif (TWI). Data obtained from primary and secondary data. The directing process of interactive educational videos consists of three stages: pre-production, production and post-production. The use of laissez faire directing technique is applied in making interactive educational videos.*

Keyword: *Director, Deaf, Educational Video, Intellectually disabled, Process.*

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INTRODUCTION

Educational videos are familiar to the Indonesian people, especially in the world of education, because educational videos contain various information or certain teaching materials that can be used by educators/teachers. According to (Ananto 2018:5) educational videos are information media that present theories through audio and visuals. The level of difficulty of an educational video varies greatly depending on the theory presented. Educational videos are generally made by teams, so they require a director to lead the creation.

The main difference between directing educational videos and directing fiction films or television shows is the goal. Educational videos aim to convey information and knowledge, while fiction films or television shows aim to entertain. Additionally, educational videos generally have a shorter duration than fiction films or television shows. Educational videos can also be used directly by individual students to get feedback on interest and changes in attitudes through interactive educational videos which can improve their abilities and hopefully they can learn new knowledge from learning media in the form of educational videos. A director is a person who plays a role in making an educational film or video from pre-production to post-production, directing the *talent* and team in video production, collaborating with script writers, cameramen and video editors. A director is a person who can use his imagination to turn an agreed story idea into an interesting audiovisual work (Pramonojati *et al.* 2023:3) .

In this discussion, this interactive educational video is intended for students who are studying at Special Schools (SLB) . SLB education is a formal educational institution that provides education for children with special needs, in addition to learning programs that are prepared to meet the unique needs of each student. They may require the use of special materials, equipment, services and/or teaching strategies (Nasution *et al.* 2022:422) . The delay in learning for deaf children is their ability to hear, while mentally retarded children are influenced by several factors such as lack of concentration, weakness in remembering and weakness in learning new things (Naufal *et al.* 2023:2) . Based on these things, even though students have difficulties in following the learning process that takes place like in normal schools, children with special needs (ABK) have the same rights in terms of ease in obtaining education. According to the 1945 Basic Law, Article 28H paragraph 2 states that "everyone has the right to receive special facilities and treatment to obtain the same opportunities and benefits in order to achieve equality and justice". This is an effort to achieve the SDGs (*Sustainable Development Goals*) set by the UN. SDGs are sustainable development goals which include 17 main goals, one of which is quality education which is included in the fourth goal in SDGs 2030. The fourth goal of quality education is to ensure inclusive and equitable quality education and increase lifelong learning opportunities for all (Bappenas 2023) .

Quality education in Indonesia has now become a government program that continues to be pursued. This effort is not only carried out by the government, but other parties are also making efforts, including the private sector, educational institutions and the general public who also play a role in making it happen (Nurfatimah *et al.* 2022:6145) . So, the fourth SDGs goal related to quality education is the focus of this activity. Precisely in the fourth SDGs indicator, target 4A, namely building and improving educational facilities that are child-friendly, disabled and gender-friendly, as well as providing a safe, non-violent, inclusive and effective learning environment for all. In this case, the need for children with special needs (ABK) to access fun, interactive and interesting learning, apart from being practiced directly by teachers, is very much needed to support the learning process . One of the special schools that is the location for this final project is SLBN Dharma Wanita Bogor City, with the segmentation that will be applied for children with special needs (ABK), deaf (SLB-B) and mentally retarded (SLB-C) as well as for parents/guardians of students.

The educational video for ABK that will be produced in this final project has the theme "SPECIAL" which is an abbreviation for Facilities, Learning, Simple, Interactive, Fun and Extraordinary. The effectiveness of the learning process through educational videos for ABK can be seen from the good directing process by applying existing techniques. So, the educational video will give an interactive

impression and enable ABK to change attitudes from the interactive educational video. The educational video and interactive color guessing game for ABK that will be produced in this final project has the theme "SPECIAL" which is an abbreviation for Facilities, Learning, Simple, Interactive, Fun and Extraordinary. The effectiveness of the learning process through educational videos and interactive color guessing games for ABK can be seen from the influence obtained by students with special needs in the Deaf and Intellectually Impaired category by watching interactive educational videos that are adapted to the SLB curriculum, thus having an impact on changing attitudes, knowledge and new skills for ABK students from interactive educational videos.

Based on the background described above, the problem discussed in writing this final project paper is formulated, namely "What is the process of making interactive educational videos, the directing techniques used in making interactive educational videos and the benefits obtained from the results of making interactive educational videos for deaf and mentally retarded children at SLBN Dharma Wanita Bogor City." The objectives discussed are to answer the problem formulation, namely to describe the process in making interactive educational videos, describe directing techniques in making interactive educational videos and explain the benefits obtained from the results of making interactive educational videos for Deaf and Intellectually Impaired Children at SLBN Dharma Wanita Bogor City.

Based on the background above, there are benefits from this final project, namely the availability of writing or work that can motivate teachers to teach using interactive and interesting methods for students with special needs, increasing enthusiasm and motivation for students' learning and providing easy and interactive access to students' learning through interactive educational videos that are in accordance with the SLB curriculum.

RESEARCH METHOD

The research method used in this research is descriptive qualitative method. The method is used to analyze process directing interactive education video for Deaf and Intellectually Disable Children. The location for the implementation of this final project was carried out at the Dharma Wanita State Special School which is located at Jalan . Malabar Ujung No. 2, RT05/RW02, Tegallega, Central Bogor District, Bogor City, West Java 16129. The final project activities will be implemented from 05 February 2024 to 30 March 2024.

The data collection techniques in writing seminar papers resulting from this final project are as follows:

a Active Participation

Active participation is an activity carried out by researchers to attend and carry out the object of their research, not only observing, but also participating (Helaluddin and Wijaya 2019:81). Active participation is carried out by being directly involved at the final project location in making interactive educational videos by the director and production team.

b Observation

Observation is a process that involves biological and psychological aspects and relies on the observational abilities and memory of researchers Ahyar *et al.* (2020:123). The observations carried out in this final project were by coming directly to the location of SLBN Dharma Wanita Bogor City to obtain information regarding the conditions, activities and behavioral patterns of crew members as well as SLBN's needs in making interactive educational videos using the directing process.

c Literature review

The data collection technique is through a library research *using* data sources, namely reference books and scientific journal articles (Tahmidaten and Krismanto 2020:25). Data collection techniques through library studies by searching for data and information from various literary sources, such as books and other reading materials related to the issues raised. This is done to support theories that are relevant to the problems discussed in the final project seminar paper.

The project subjects in making interactive educational videos are students with special needs who are deaf and mentally retarded in the mild category at the elementary-LB to SMA-LB education levels. The subjects of this project are divided into special and general subjects.

- a Special subjects: Deafness (SLB-B) and mild intellectual disability (SLB-C).
- b General subjects: Other Special Schools (SLB) in Bogor City and parents and guardians of ABK.

The tools and materials project are equipment used in making interactive educational videos consisting of camera, *lighting*, tripod, *green screen*, video properties, script, *storyboard*, *shot list*, *editing* applications (Capcut and Canva). Meanwhile, the tools and materials used by the director in the process of making interactive educational videos are as follows:

a *Storyboarding*

A *storyboard* is also referred to as a storyline board that combines narrative and visualization tools on a piece of paper or file to combine script and visuals. The *storyboard* helps us in designing the story and is similar to creating an initial concept before creating the original object (Razi and Saputra 2024:5). Making interactive educational videos for deaf and mentally retarded crew members requires a *storyboard* as a reference in the production process or shooting process.

b Manuscript

The script is used as a reference for players in carrying out their roles in making interactive educational videos. According to (KBBI) a manuscript is an essay written by hand that has not been published to the public. The script created is adapted to the curriculum of SLBN Dharma Wanita Bogor City.

c Camera

Tools used for documenting and taking pictures in making interactive educational videos. Results of activities carried out during active participation at the location in photo and video format. There are two types of cameras used in the production process of this project, namely DSLR and *Mirrorless cameras*.

The output of the educational video project is designed to help teaching staff and crew members in the KBM process and outside of KBM. This educational video is a video development that is interactive, creative and effective. There are three types of interactive educational videos created by the team with their respective themes adapted to the SLBN Dharma Wanita Bogor City curriculum and HAKI (Intellectual Property Rights) for interactive educational videos as follows:

a SPECIAL Interactive Educational Video

1) Turning used goods into useful ones

In the first educational video, *the talent* will demonstrate how to make a pencil case from used items, namely used plastic bottles and flannel cloth. This video is adapted to craft subjects for deaf and mentally retarded crew members

2) ABK Ceria Gymnastics

The second educational video will feature 1-2 *talents* demonstrating the ABK's cheerful gymnastics movements. In the second video, the video was made according to the SLB curriculum regarding sports subjects.

3) Interactive Color Guess Game

The interactive color guessing game (TWI) is a game made in the form of an educational video which will be practiced directly with deaf and mentally retarded crew members at the elementary-LB education level. This learning media is also aimed at training the motor skills of children with special needs (ABK). The visual form of this game is in the form of images of objects without color (black and white). This visual form is equipped with audio in the form of instructions stating the characteristics of the object. This instruction is made in the form of a simple narrative by mentioning the characteristics, nature and taste of the objects shown in the video.

b HAKI(Intellectual Property Rights)

Intellectual Property Rights (IPR) are legal protection rights for a work that has been created to prevent plagiarism, misuse and so on. According to (Alfons 2017:305) Intellectual Property Rights are rights that originate from creative efforts to create ideas from human thinking in the fields of

technology, science, art and literature which are expressed to the general public in various forms, which are useful and help human life, It also has economic laws in it.

RESULT AND DISCUSSION

Profile of SLBN Dharma Wanita Bogor City

Dharma Wanita State Special School (SLBN) Bogor City is a special school founded in 2004 in Bogor City. SLBN Dharma Wanita Bogor City is located at Jalan. Malabar Ujung No. 2 Bogor Tegallega District. Central Bogor City, Bogor City, West Java Province. Learning for students is carried out for five days, namely Monday to Friday. The curriculum used by SLBN Dharma Wanita Bogor City is the 2013 curriculum in accordance with the Ministry of Education and Culture (Kemendikbud). This school is strategic and easy to access. SLBN Dharma Wanita Bogor City has students in the categories of intellectual disability, hearing impairment, visual impairment, cerebral palsy.

Interactive Educational Video Project Overview

This final project is in the form of an interactive educational video in which there are three videos with different themes aimed at learning for SLBN Dharma Wanita Bogor City students. There is a theme for the interactive educational videos that are made, namely "SPECIAL" which stands for Facilities, Learning, Simple, Interactive, Fun and Extraordinary . Each video produced is adapted to the school curriculum. Each interactive educational video is approximately 7-15 minutes long.

Pre Production

Process of Making Interactive Educational Videos for Deaf and Intellectually Impaired Children

The process of making interactive educational videos for deaf and mentally retarded children at SLBN Dharma Wanita Bogor City includes three stages that must be carried out by the director, namely pre-production, production and post-production. The explanation of these three stages is as follows:

Determining Concept Ideas for Interactive Educational Videos

Determining the concept idea for this interactive educational video begins with an idea that is first expressed by the director and the team to determine what kind of concept idea will be created for an interactive educational video for children with special needs. Having a mature idea will produce work that is interesting and useful for the audience. In this stage, the director's role is to come up with brilliant ideas during the brainstorming process for interactive educational video concepts together with the script writer and other production teams. This is used to create a common understanding within the team to create a good idea for designing interactive educational videos. The idea that has been well conceptualized will go to the next stage, namely conducting research on the characteristics of children with special needs (ABK) who are deaf and mentally retarded who are the subject of the final project.

- a) Research on the Characteristics of Deaf (SLB-B) and Intellectually Impaired (SLB-C) Crew Members

Research is an activity to view, collect data that is used for certain purposes. According to (Lestari 2018:16) in-depth research is used to collect data about the story that will be discussed. The background of the problem underlying the development of ideas is obtained during the written research process. Research is not only needed to determine the ideas and themes that will be raised in the film, but also to determine the subject and form of the film, the purpose of making the film, target audience, production schedule, and sources of funds. In line with the sustainable explanation, the research carried out by the director in making interactive educational videos was to look at the characteristics of deaf and mentally retarded crew members, ABK activities in school, activities in learning and how to understand learning at school, conditions of the school environment and teaching materials that have been given to them by teachers. students through learning media in the form of videos.

- b) Discussion with SLBN Dharma Wanita Bogor City

Discussions were held with SLBN before moving on to writing the manuscript. According to Syukriati (2022:159) discussion is a learning approach through which a problem or question is used to reach a decision together. The process for creating interactive educational videos that must be adapted to the school curriculum so that they can be claimed as teaching materials. The director holds discussions with the student body to ensure that the interactive educational videos are made according to the school's needs. Discussions were also held to determine the schedule for shooting interactive educational videos. The director also asked teachers for suggestions regarding concept ideas that had been created together with the team for teachers at SLBN Dharma Wanita Bogor City.

c) Making Interactive Educational Video Scripts

This interactive educational video script was created by the script writer and director, after a discussion process with SLBN Dharma Wanita Bogor City. The script is made according to the needs of children with special needs (ABK) in the Deaf and Intellectually Impaired categories. The director determines how interesting the storyline in the interactive educational video will be, the themes used, and the language used in making the interactive educational video script must adapt to the category of children with special needs (ABK), namely with direct and simple language. The director also begins to determine the duration and talent who will play a role in each video later. After the script writer has completed the script creation, the script will be given to the SLB for review before proceeding to the interactive educational video shooting process.

d) Talent Selection

The director will select talent by looking at the suitability of the talent with the script concept that has been created by the script writer, namely being able to carry out interactive communication in the video with improvisation that is adapted to the educational video script, the talent's character is cheerful and natural in carrying out their role. So this talent selection is important for the director to do with prospective talent in determining the characters in the videos produced later.

e) Making Storyboards

The storyboard is created after the video script has been completed. Storyboard is a storyboard used by the director in the process of taking pictures or shooting as a reference in the sequence of shots and scenes. According to (Zulfan et al. 2022:2), a series of system plots will be created as a whole, with each image arranged according to position so that it shows the plot of each story that is formed. The function of the storyboard is used as a visual guide that can visualize an idea in the form of an image so that a meaning is formed which can later be represented in a film (Firmansyah and Tumimomor 2024:9). The use of storyboards or storyboards is as a reference for directors to determine the storyline of making interactive educational videos, cameramen and editors in the production and post-production processes. This aims to simplify the sequence of shots and scenes that will be produced during the shooting process by the cameraman and post-production editing carried out by the editor.

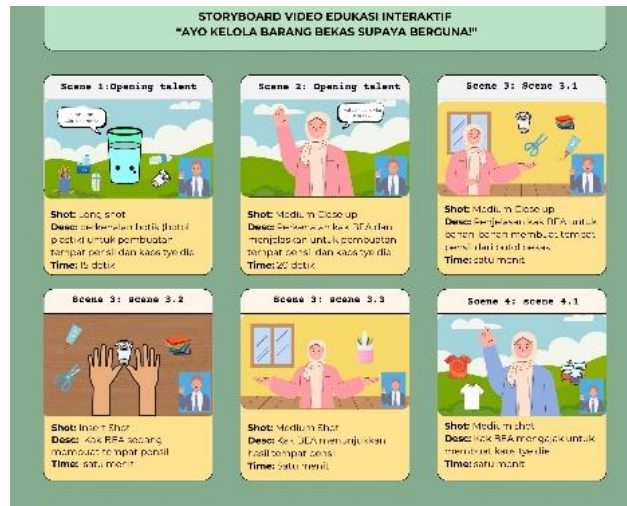


Figure 1. Director's storyboard
Source: Director's documentation (2024)

f) Shooting Locations

Choosing a shooting location is very important to do before carrying out the interactive educational video production stages. The director and team's determination of the shooting location will influence the results of the interactive educational video, so that the choice of shooting location is very influential for the continuity of the production process later. The specified shooting location is in the garden and house yard. This was chosen because it is in accordance with the concept of the video script created by the script writer, namely the background theme is made from the animation of the editing application.

Production

Shooting Process and JBI (Sign Language Interpreter)

The next process is shooting or taking pictures of interactive educational videos. Taking a picture is "a technique used by a camera to take good pictures and make the display more focused and sharp" (Zahra 2023:13). At this stage, the director will direct the talent to carry out the scene according to the script that was created at the pre-production stage, but still gives the talent the freedom to improvise in the scene or acting. The reason is to make educational videos much more interesting and look natural in providing new knowledge to the audience in an interactive way. Meanwhile, the cameraman will be directed by the director to take pictures using camera movements which are written in the script and storyboard. The use of shot lists is also used in the process of shooting interactive educational videos. This is done so that it is in line with the concept that has been determined in the pre-production stage, namely making the script. Sound recording is also done to add to the video by means of voice over. Apart from shooting interactive educational videos, there are pictures taken for Sign Language Interpreters (JBI) which are carried out by teachers from SLB using the Bisindo language technique (Indonesian Sign Language). The use of Bisindo in translating this interactive educational video uses Bisindo specifically for the West Java region. This is done because each region has its own Bisindo.

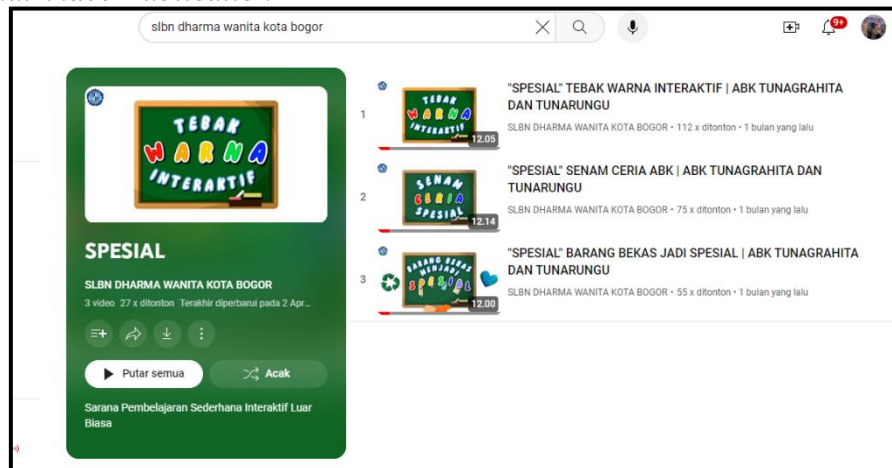
Post Production

Editing

The director's job in the editing process is to supervise and provide the shooting script to the editor which is used to sequence the scenes that have been produced in the production process. According to Kamal et al. (2023:5) The editing process is divided into two stages, namely offline editing and online editing. In the initial stages of the editing process, such as organizing files or sorting files, the editor usually synchronizes video and audio, then makes smooth cuts that are adjusted to the storyboard. After all stages

of offline editing are neatly arranged, the second step is online editing , which includes effects. sound, voice over audio recordings , and music, as well as grading are divided into sections. After that, the editor combines and edits the sounds. The interactive educational video editing stage begins with sorting the videos that have been produced during the shooting process. After carrying out this process, the director will help the editor to sequence each shot from the video that has been taken during the production process with the help of a shooting script, the director will also determine music and color grading that suits the needs of children with special needs (ABK) together with the editor. , the composition of the editing placement is suitable for children with special needs (ABK) to see.

Interactive Educational Video Publication



Source: Director's Documentation (2024)

Figure 2 educational video published on YouTube

Publication is the process of uploading a work to mass media or social media. At this stage, the video that has been edited will be published via social media, namely YouTube social media. YouTube is a social media that shares information both entertainment and educational. According to (Birgante et al. 2024:1) YouTube can enable its users to upload, watch and share videos via YouTube, in addition to managing their channels with YouTubeStudio. This publication was carried out by the director and team as well as teachers to upload it to YouTube social media. The director chose YouTube media because it was considered more common for use in the online learning process and had easy access for both parents and students, apart from that, the duration displayed on YouTube was relatively longer than other social media.

Joint Screening with Deaf and Intellectually Impaired Crew Members

The results of the editing will be published and end at the screening stage which will be carried out together with the SLBN Dharma Wanita Bogor City students and will carry out direct practice of the educational video that has been made. The director will play the role of leading the screening process together with deaf and mentally retarded students at the SD-LB education level in grades 4 and 5 .

Techniques for Directing Interactive Educational Videos for Deaf and Intellectually Impaired Children

The director in making interactive educational videos for children with special needs (ABK) who are deaf and mentally retarded chose to use the directing technique of Laissez Faire. The reason why the director chose this technique was to free up talent to develop cheerful and interactive characters during the shooting process. This is done so that the talents are able to carry out a creative process and make this educational video look more communicative and interesting when students, teachers and guardians watch the interactive educational video.

The theory which is the basic concept for using Laissez Faire directing techniques is from (Harymawan 1993:64-65) in his book entitled "Dramaturgy" explaining that the laissez faire theory is suitable for use by directors who want actors or talent to be able to improvise roles without losing character. which has been made in the manuscript. Apart from that, the director hopes that using this technique will attract much more attention from the audience who watch this interactive educational video. One of the advantages of the Laissez Faire theory is that a director will act as an observer rather than a dictator. Actresses and actors will be allowed to develop according to their abilities and Creative provides opportunities for the emergence of "creative processes" according to their respective abilities. The advantage of this theory is that the creator is not a dictator, but a helper. The director enables "creative processes" by allowing actors and actresses to develop according to their respective abilities and talents. One of the weaknesses of this theory is the possibility of chaos, disorder and lack of accuracy. In addition, because every actress and actor is given the opportunity to develop according to their abilities, only strong actors and actresses can succeed and stand out (Topaz 2022:86) .

Benefits of Making Interactive Educational Videos for Deaf and Intellectually Impaired Crew Members

The creation of interactive educational videos was inspired by the social media content of the Kinderflix and 5 Minutes Crafts YouTube channels which were used as references by applying animation and talent in the explanations in each video. Making this interactive educational video makes children with special needs prefer attractive visual forms with special colors used for them. The internet is part of making educational videos. " Using the internet to search for books/electronic journals is intended for learning or lecture needs, so that it can improve mastery of the material" (Suparman and Wijayanto 2020:508) .



Source: Director's Documentation (2024)

Figure 3 Kinderflix YouTube Channel

The Kinderflix YouTube channel is a YouTube channel that provides educational videos aimed at toddlers to learn about colors, fruit, talking and so on. Kinderflix also applies editing using animation and talent in their videos. So the video from Kinderflix became a reference for the team to make videos with a similar editing concept.



Source: Director's Documentary (2024)

Figure 4 5 Minutes Crafts YouTube Channel

The 5 Minutes Crafts YouTube channel is also a reference in making interactive educational videos for children with special needs at SLBN Dharma Wanita because the video concept from this channel is also similar to the concept idea that the "SPECIAL" team created for interactive educational videos. 5 Minutes Crafts is a YouTube channel that shares videos related to tutorials on making items in a simple way and there are interesting animations in the videos. Both YouTube channels use cheerful colors, unique animations, are simple and can attract the attention of the audience. This is one of the reasons directors and editors make interactive educational videos by applying editing techniques such as references. It is hoped that making this educational video will provide benefits for students to learn new knowledge from audio-visual based learning media. The assessment of this interactive educational video is useful, seen from the evaluation form given to 10 parents and teachers at SLBN Dharma Wanita Bogor City. The following are the benefits that can be gained from making interactive educational videos:

1. Videos are able to increase the learning enthusiasm of deaf and mildly mentally retarded students.
2. The video duration has been adjusted to suit ABK's needs to reduce boredom when watching educational videos.
3. Educational videos can help students learn independently when at home.
4. The effectiveness of educational videos is considered to be very helpful in the learning process for children with disabilities in the light category for deaf and mentally retarded children.
5. In terms of directing, it has provided good benefits to the audience who see the educational video, including the visual appearance of this interactive educational video which has attracted the audience's attention.

CONCLUSION

Based on the results of the final interactive educational video project for children with special needs (ABK) who are deaf and mentally retarded at the elementary-LB to SMA-LB education levels, there are three educational video outputs, namely the video Turning used items into useful ones, Interactive color guessing and ABK's cheerful gymnastics. The process consists of pre-production, production and post-production stages. The pre-production stage includes determining the concept idea for an interactive educational video, preparing the educational video script, *talent selection*, making a *storyboard*, selecting a *shooting location*. The production stage is carrying out the process of shooting *interactive* educational videos and recording sound (*voice over*). The post-production stage is editing, publication and *screening* with the crew and teachers. The director uses *laissez faire* theory in his directing technique because it fits the criteria of the conceptual ideas used in the process of making interactive educational videos. The application of this theory allows *talents* to improvise in carrying out their roles in scenes. *Talent* can develop imagination in acting so that it looks more natural and interactive. The use of interactive educational videos can be used as teaching material for teachers at SLBN Dharma Wanita Bogor City by implementing a simple form of animated video that attracts attention for children with special needs (ABK), especially in the category of deaf (SLB-B) and mentally retarded (SLB-C).

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