

Training Advertising Video for Multimedia Teachers in Improving the Quality of Skills Competency Tests

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ABSTRACT

This community service program applied a training method to improve teacher skills as the primary source of learning for students in schools in order to cultivate high-quality of high vocational school students so that they can be absorbed by the business and industrial sectors. The training was carried out within a period of three months covering various topics from basic understanding of videography, utilizing video advertisement ideas, video processing techniques and audio processing techniques. The objective of this training was to equip qualified teachers with the ability to foster high-quality vocational students who possess the skills desired by the business and industrial sectors. The training successfully resulted in six teachers who were able to independently create advertising videos, while the other four teachers still required further training to become more accustomed to video production. As a follow-up to this activity, an electronic book accompanied by a video advertisement production tutorial will be developed to support the professional development needs of the participating teachers at SMKN 14 Bandung.

Keywords: advertising video, expertise competency test, multimedia teacher

1. INTRODUCTION

The Expertise Competency Test is one of the assessments held specially for Vocational High School students in measuring the achievement of students learning outcomes or competencies equivalent to level 2 (two) and 3 (three) qualifications in the SKKNI (**Utami, 2022**). The Expertise Competency Test is part of government intervention in quality assurance in academic units at the Vocational High School level (**Damarjati, 2021**). The Expertise Competency Test for students will be an indicator of achieving graduation standards. The Expertise Competency Test for Vocational High School students is an essential part before students can enter the industrial world, thus these skills are expected to

be in accordance with the industrial world (**Irawan & Riyadi, 2022; Sudradjat & Djanegara, 2020**).

In the practice of The Expertise Competency Test, the skill program is adjusted to the availability of human resources, facilities and infrastructure, and the testing team. The situation analysis was carried out at SMKN 14 Bandung in the multimedia expertise program. In 2022 Expertise Competency Test, two types of expertise were selected, namely packaging design and advertising video. Video advertisements are targeted at video content with a attractive appearance (**Situmeang, 2016**), while well-packaging is designing a form of protection to maintain the quality of a product that is made as attractive as possible to attract consumers (**Said, 2016**). Both of these skills were chosen because they can be followed by students, as well as adequate school facilities and infrastructure. Furthermore, this expertise in the multimedia field is needed in the industrial world, for example, in the use of social media as a marketing medium (**Suhandiah & Widyasari, 2021**) with expectations, the students that graduate from Vocational High School can be well-absorbed in the industrial world. Several obstacles experienced by school including the students who choose packaging design as The Expertise Competency Test, because it was considered easier and did not require complicated equipment. Moreover, there is still a shortage of human resources who have competence in the multimedia field, therefore the production of video advertisements are not maximized to build self-confidence. Based on the result of interviews conducted with students, there is a video production process that is considered quite complicated by students, namely the video editing process, creating ideas, and video concepts.

In general, there are two things that can be improved at SMKN 14 Bandung, including the ability of human resources specifically teachers as a resource of student learning to optimize skills and abilities to use facilities and infrastructure to produce the best creation, both in the field of packaging design and advertising videos, as well as other field in accordance with what was tested as an effort to improve the quality of Vocational High School graduates that can be absorbed by the business world and the industrial world.

The role of teachers who have capabilities in multimedia expertise is very important. Apart from knowing the challenges that students will face in the competency test, teachers also can provide appropriate solutions, and become the main learning resource for students at school. In the current situation at SMKN 14 Bandung, the specialist program teacher still does not all have the abilities in the multimedia fields, one of which is in video production, while students have a high interest in video production. The interest is not accompanied by existing abilities, because when selecting a competency test, students tend to adjust to their ability beside their desires.

At present video advertisement production expertise is in great demand. At the present time conditions, with lots of online learning, video processing skills will be in great demand in the business and industrial world (**Purnamawati & Yahya, 2019**). Thus students have the opportunities to grow when they graduate. Improving the ability of teachers in audio and visual processing field is one of the solutions to increase student's production quality, in a view of the fact that teachers are the main source of learning for students in school.

2. METHODS

The method used in this community service is a training program, with live simulation. The training will cover how to create interesting ideas in making advertisements video, basic shooting techniques (camera movement), and audio-visual processing techniques in software that is easy to use. The use of various tools, both digital cameras or smartphone cameras makes it easier for participants to explore various camera movement techniques (**Mason, 2015; Wienemann, 2009**).

The training stage is divided into three parts including the stages of preparation, implementation, and evaluation (**Al Maududi et al., 2021**).

2.1 Preparation Stage

In preparation stage, the entire team discussed a series of activities from start to finish, prepared administrative documents, prepared material to be presented to participants and discussed the involvement of stakeholders as key informants in the activity as well as the readiness of laboratory facilities and infrastructure for simulation activities, both computer laboratories and photography laboratories.

2.2 Implementation Stage

In this stage all videography teachers provide a basic understanding of videography material, then proceed with material for making concepts or ideas in creating video advertisement, shooting techniques, editing techniques, editing techniques and detailing process until the advertising videos ready to be distributed.

2.3 Evaluation Stage

In the last stage, evaluation will be carried twice, the initial evaluation is an evaluation of the success rate of participants in carrying out the steps given. The final evaluation held after the training and participants provide an evaluation of this community service activities.

3. RESULTS AND DISCUSSION

The production of advertising video become on of the materials that used as an Expertise Competency Test in Vocational High Schools. Thus, this training are intended for teachers of SMKN 14 Bandung Multimedia multimedia expertise program, with expectation that teachers as the main source of learning for students can prepare students who are professionals for business and industrial world. This community service activity was carried out for 3 months starting from August 15th 2022 to September 22nd 2022 in periodic meetings for six times. This community service activity was attended by 10 teachers from SMKN 14 Bandung from multimedia expertise program.

The following are the activities carried out in community service activities to conduct video advertisement production training:

3.1 Preparations

In this stage administrative preparation, preparation of activity sites, material preparation and implementation preparation are carried out. administrative stages are carried out for licencing to get permission to school also campus to carry out about this community service both online through zoom meetings and offline in the computer laboratory and photography laboratory at the UPI Cibiru campus. material preparation is carried out such as video advertising material in general, video editing through Adobe After Effects software and the

CapCut application on smartphones. Training activities was planed with community service team. Coordinating meeting for preparation of training activities was discussed via Zoom application and its screenshot is shown in Figure 1.

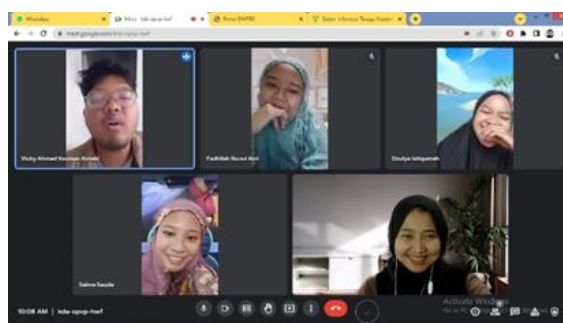


Figure 1. Coordinating meeting for preparation of training activities

3.2 Implementation

This community service program use training program (workshop) method. The training contain basic videographic techniques including camera movements, shooting and basic editing using software on computer devices and applications on smartphones. The training focuses on making video advertisements so that it emphasizes editing or moving and taking cameras that are more suitable for video advertising production such as the use of A Roll and B Roll editing to emphasize the impression of information on a product.

In this table 1 is a schedule of activities carried out in the video ad production training:

Table 1. Schedule of activities

Meeting	Date	Activity	Time	Information
1	15/08/2022	Discussion and Planning of Community Service Activities Production of Video Advertisements for Multimedia Expertise Program Teachers at SMKN 14 Bandung	08:00 – 12:00	Online Discussion
2	07/09/2022	Basic material for Editing Video	08:00 – 12:00	Online Activity
3	08/09/2022	Shooting Materials for Commercial Video Production	08:00 – 12:00	Offline activity at Kampus UPI Cibiru
4	08/09/2022	Practical capturing the image (<i>Camera Angle, Moving Camera, Frame Size</i>)	13:00 – 17:00	Offline activity at Kampus UPI Cibiru
5	15/09/2022	Video Advertising Editing Progress via smartphone	1 Week	Online Activity (Asynchronous)
6	22/09/2022	Evaluation of Training Activities	08:00 – 14:00	Online Activity

Once there is a schedule, the realization of the activity begins with conveying the aims and objectives, the contents of the training activities and committing to carry out the activities from start to finish in order to measure the success rate of the training that has been prepared or planned. The following are community service activities that have been carried out.

a. Training of video advertising basic material

The meeting was held on Wednesday 7 September 2022, attended by the training participants, the community service team and Mr. Nala Nandana U, S.Pd., M.Hum. Discussion of activities regarding the basis of video advertisements, such as taking pictures, camera angles and gestures. Camera movements in producing images that have characteristics. Training of video advertising basic material activities was held via Zoom application and its screenshot is shown in Figure 2.

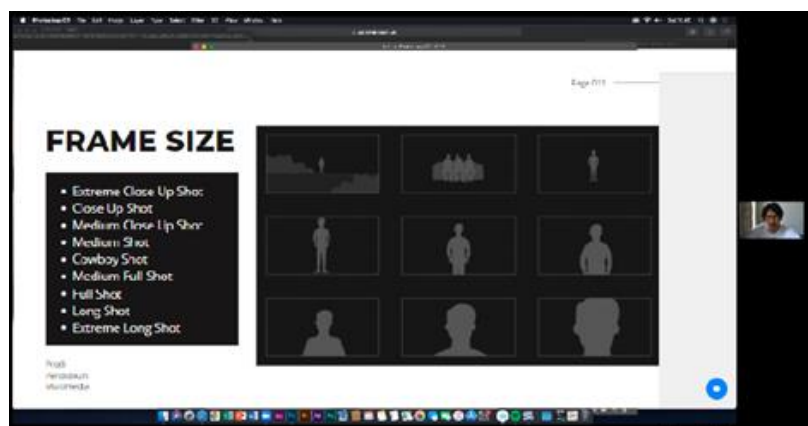


Figure 2. Basic material for video advertisements

b. Video production training

The offline meeting was held on the next day, Thursday, September 8, 2023, give material about a video advertisement production training. The focus of the training in the first session was training on using a smartphone, both taking pictures and the editing process through the CapCut application. This activity was accompanied by the chief executive as a speaker, namely Maya Purnama Sari, S.Pd., M.Ds. along with other teams. Each participant was divided into three groups to create concepts and ideas in making video advertisements for a product. The documentation of video production training activities is shown in Figure 3-5.



Figure 3. Production of advertising videos by teachers



Figure 4. Production of advertising videos by teachers



Figure 5. Production of advertising videos by teachers

c. Video Editing Progress training activities

The next activity is the video editing process using the assets used for editing in the Adobe Premiere software. The activity was accompanied by a team of community service implementers. The documentation of video editing progress training activities is shown in Figure 6 and 7.



Figure 6. Video editing using Adobe After Effects



Figure 7. Video editing using Adobe After Effects

- d. Results of Video Editing made by the teacher

The screenshot of video editing result made by teachers is shown in Figure 8 and 9.

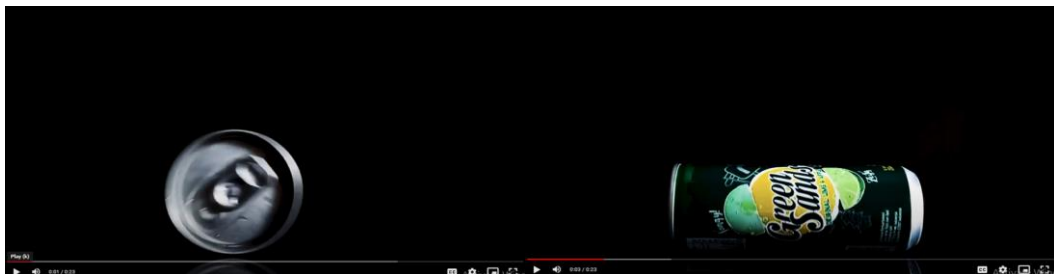


Figure 8. Video editing result made by teachers

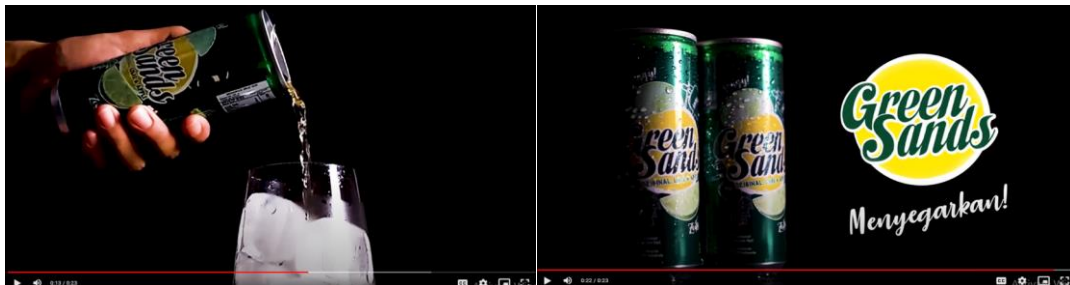


Figure 9. Video editing result made by teachers

- e. Follow-up plan for video training activities

The results of the evaluation of this activity show that the three teachers can follow well and are able to be creative independently in making video production using Adobe Premiere software and the CapCut application well. Three other people were able to follow according to the tutorial, while the other four teachers still found it difficult because they were new to video editing equipment and needed to get used to using software and applications. From the results of this evaluation, it is necessary to follow up this training activity so that all teachers can make maximum use of software and video editing applications equally. The follow-up to this activity is to design an electronic book complete with video tutorials on making advertising video production.

4. CONCLUSIONS

The conclusion of this community service based on this field of expertise has three conclusions. The training activity begins with a basic introduction to the production of video advertisements, the elements that must be present in making video advertisements, the characteristics of video advertisements, and how to make a simple video advertisement concept, so that participants do not only try technically but understand in creating a video advertising concept that is according to industry standards.

Training activities for teachers are carried out periodically starting with a basic introduction to cameras and their use, then proceed with making video advertisement concepts, the editing process and the final part is practice, whether it's taking a camera or the editing process. Also this training activities are designed to be easier to use with the option of using smartphones and existing applications that can be uploaded to smartphones, so that teachers can train themselves after the training activities in this program end.

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