



Development of a Profile Video Script for The Sustainable and Traceable Coffee Teaching Factory at IPB Vocational School

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ABSTRACT

Teaching Factory is an industry-based learning approach that integrates educational processes with real production activities. The Coffee Teaching Factory of IPB Vocational School requires an effective communication medium to introduce its identity, business processes, and advantages to the public; however, it does not yet have a profile video capable of delivering such information in an engaging and well-structured manner. Therefore, this study aims to design a profile video script for the Coffee Teaching Factory using a cinematic storytelling approach. The method employed is the Multimedia Development Life Cycle (MDLC), which consists of the concept, design, material collecting, assembly, testing, and distribution stages. The script was developed by applying cinematic storytelling elements, including framing, perspective, look/see pattern, narrative flow, and emotional engagement. The validation results indicate that the designed script achieved a very good category, demonstrating that the cinematic storytelling approach is capable of producing a more communicative, structured, and emotionally engaging script in representing the Coffee Teaching Factory as an industry-based vocational education innovation.

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1. INTRODUCTION

Vocational education plays an essential role in preparing a workforce that meets the demands of industry. In the era of Industry 4.0, vocational higher education institutions are expected to produce graduates who not only possess theoretical knowledge but also demonstrate technical competencies and employability skills aligned with industrial standards, including collaboration, adaptability, and critical thinking skills. Vocational education directs learning toward enabling students to acquire competencies, practical skills, and expertise in specific applied fields (Rafidiyah & Kailani, 2020).

One effort to improve graduate quality is the implementation of Teaching Factory-based learning programs that are closely connected to industry, the workplace, and business sectors. A Teaching Factory is a production-based learning approach that integrates industrial work processes with educational activities in vocational education. This model enables students to gain direct work experience through production activities that follow industrial standards, thereby optimizing both technical and non-technical competencies (Sardjana, 2021).

In line with this concept, the Vocational School of IPB University has developed the Coffee Teaching Factory as an implementation unit that comprehensively integrates learning and coffee production. The Coffee Teaching Factory is designed not only as a production facility but also as a learning and research platform for students from various disciplines within the Vocational School. According to Rasyid and Fitriani (as cited in Zuriyah et al., 2025), this concept is consistent with the Learning by Doing principle, which contributes to the enhancement of creativity and problem-solving skills. Students are directly involved in all stages of the production process, ranging from coffee cultivation, post-harvest processing, and roasting to product marketing. Such an approach expands students' ability to apply their knowledge and skills within the real-world context of the coffee agroindustry.

The uniqueness of the Coffee Teaching Factory lies in its implementation of circular economy principles, defined as a deliberate and planned effort that integrates environmental, social, and economic aspects into development strategies to ensure environmental sustainability, safety, welfare, and quality of life for both present and future generations (Hidayat et al., 2024). Within this system, the Coffee Teaching Factory not only produces high-quality coffee products but also integrates the utilization of coffee waste as livestock feed and the conversion of livestock waste into renewable energy (biogas), with the resulting residue being used as organic fertilizer for coffee plantations. This system supports sustainable production while simultaneously generating educational and social value through responsible environmental management.

Despite its strategic role in industry-based vocational learning, the Coffee Teaching Factory faces the challenge of effectively promoting and communicating its existence, achievements, and added value to both internal and external audiences. As an effective institutional communication medium, a profile video serves as a strategic tool for delivering such information in a visual, narrative, and structured manner. According to Saputra et al. (2024), a profile video is a multimedia-based medium that presents information about an organization or institution to help introduce it to the public. This type of video not only conveys factual information but is also designed to attract attention, build institutional image, and enhance audience engagement through compelling storytelling. Therefore, a profile video that can be distributed through digital platforms such as social media is needed to

strengthen institutional communication and enhance the branding of the Coffee Teaching Factory of IPB Vocational School.

In addition to serving as an informational medium, the profile video is intended to introduce the Coffee Teaching Factory as a bridge between academia and industry while showcasing innovations in vocational education through an integrated and sustainable coffee production system. In response to the need of the Vocational School of IPB University for a representative and engaging communication medium, this final project focuses on designing a profile video script for the Coffee Teaching Factory as the foundation for institutional video production. This project is expected to contribute to the provision of informative, professional, and digitally relevant promotional materials for the Vocational School.

The production of a profile video involves interconnected stages of pre-production, production, and post-production to create effective audiovisual media. One of the key roles in this process is the scriptwriter, who is responsible for developing the script as the foundation of the storyline, message, and narrative structure of the video. The role of a scriptwriter is becoming increasingly important because the script serves as the primary communication message intended for the audience. According to Ridha et al. (2025), developments in communication technology have transformed the way people communicate. While communication was previously dominated by direct face-to-face interaction, technological advancements now facilitate long-distance communication through digital media platforms, including social media.

In the context of profile video production, scriptwriting is the most fundamental and critical stage because the script serves as the foundation of both the narrative structure and visual content of the video. Cinematic storytelling-based scriptwriting offers a narrative approach that provides greater value than conventional informative narration, enabling audiences to understand the intended message more effectively (Triyana & Safifah, 2021). The application of cinematic storytelling not only communicates facts but also creates a narrative flow that connects human elements, production processes, and industrial integration, resulting in a more powerful and emotionally engaging message. This approach is essential for establishing an emotional connection between the conveyed message and the audience, allowing the profile video to function as an effective communication and branding tool within the context of vocational education.

Therefore, script design represents a crucial initial stage in the production of the Coffee Teaching Factory profile video at the Vocational School of IPB University. The script design is expected to provide a strong foundation for ensuring that information about the Coffee Teaching Factory is communicated clearly, systematically, and effectively, while also attracting audience interest in the vocational education innovations developed by the Vocational School of IPB University.

2. METHODS

The development method employed in the Profile Video Script Design Project for the Coffee Teaching Factory of IPB Vocational School was the Multimedia Development Life Cycle (MDLC) method. This method was selected because it provides a systematic and structured framework for multimedia product development, particularly in the scriptwriting and profile video production processes. According to Binanto (as cited in Aulia & Bachtiar, 2025), the

MDLC method consists of six main stages: Concept, Design, Material Collecting, Assembly, Testing, and Distribution. The implementation of each MDLC stage in this project is described as follows.

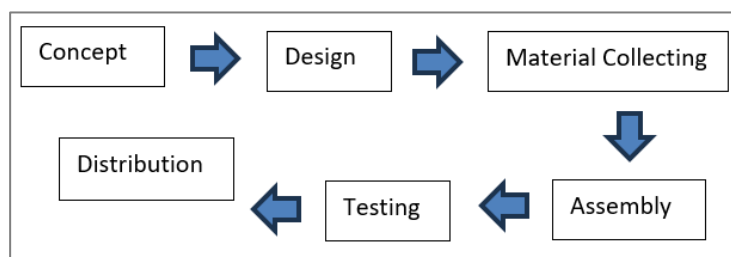


Figure 1. Multimedia Development Life Cycle (MDLC) Method

a. Concept

The Concept stage involved determining the objectives of the profile video, developing the overall concept, identifying the target audience, and defining the key messages to be communicated about the Coffee Teaching Factory of IPB Vocational School. This stage ensured that the video had a clear direction and focus.

b. Design

The Design stage included developing the storyline, writing the narrative script, preparing the production timeline, creating the script, shot list, and storyboard as production guidelines, and arranging the equipment required for the profile video production.

c. Material Collecting

The Material Collecting stage involved gathering all necessary materials, including video footage, facility documentation, interviews, and supporting data relevant to the script.

d. Assembly

The Assembly stage consisted of video editing, audio processing, and the integration of visual elements to produce a complete video that aligned with the established concept.

e. Testing

The Testing stage was conducted to evaluate the quality of the video's content, audio, and visual elements and to ensure that the final product met the predetermined objectives.

f. Distribution

The Distribution stage was carried out after the final video had been reviewed and approved by the Coffee Teaching Factory of IPB Vocational School. The approved video was then distributed through designated media platforms to effectively reach the target audience.

The MDLC method was considered appropriate for this project because it emphasizes a systematic approach to multimedia production. MDLC ensures that the developed product is not only technically effective but also aligned with user needs. Through the implementation of the MDLC method, the process of script design and profile video production was conducted in a systematic, focused, and structured manner, resulting in a video that was not only visually appealing but also informative and responsive to user requirements.

3. RESULTS AND DISCUSSION

3.1. Scriptwriting Stages for the Profile Video of the Coffee Teaching Factory, IPB Vocational School

Stages refer to a series of systematic and interconnected processes carried out to achieve project objectives. Design is the process of formulating concepts and visual strategies, ranging from initial ideas to the technical aspects of production (Mahirah, 2021). The design stages in this final project adopted the Multimedia Development Life Cycle (MDLC) model, which consists of six phases: concept, design, material collecting, assembly, testing, and distribution. These phases served as the development approach for the project and are described as follows:

a. Concept

The Concept phase is the initial stage in determining the visual communication requirements needed by the organization. At this stage, the scriptwriter formulated preliminary ideas through discussions with the project partner. These ideas were then documented in a visual presentation brief entitled “Profile Video Concept of the Coffee Teaching Factory, IPB Vocational School.” The brief contained information regarding the objectives of the video production, the proposed content, and the intended publication platforms.

The main points presented in the concept focused on building a professional institutional image. This brief document served as a reference to align the understanding and expectations of both the production team and the organization throughout the development process.

VIDEO PROFILE CONCEPT COFFEE TEACHING FACTORY IPB VOCATIONAL SCHOOL		
Objective <ul style="list-style-type: none"> • Introduce the Coffee Teaching Factory of IPB Vocational School • Showcase the coffee production process from upstream to downstream • Highlight student involvement in the coffee industry • Build an innovative and sustainable image 	Video Content <ul style="list-style-type: none"> • Introduction to the Coffee Teaching Factory • Coffee processing and quality control • Roasting, packaging, and coffee distribution • Circular economy and SDGs concept 	Outputs and Publication Media <ul style="list-style-type: none"> • 5+ minutes • YouTube • Instagram

Figure 2. Concept Phase

b. Design

During the Design phase, the production planning for the profile video of the Coffee Teaching Factory, IPB Vocational School, was carried out through two research approaches: external research and internal research. External research involved analyzing various profile videos from vocational education institutions and agribusiness-based industries that had successfully implemented professional visual concepts and effective narrative delivery. Meanwhile, internal research was conducted through interviews with the management team of the Coffee Teaching Factory and by reviewing supporting documents, including the institutional profile, the Teaching Factory concept, coffee production processes, and the sustainability values promoted by the institution.

The outcomes of the Design phase were the development of an initial script and a storyboard, which served as the primary guidelines for the subsequent video production process.

Table 1. Structure of the Initial Script for the Profile Video of the Coffee Teaching Factory, IPB Vocational School

Scene	Description
Bumper In	Display of the Coffee Teaching Factory logo.
Opening	Footage of the IPB Vocational School campus captured using a drone as an establishing shot. Scenes of student activities in laboratories, coffee plantations, and production areas illustrate practice-based vocational education. Narration highlights the development of the industrial sector and the increasing demand for adaptive human resources.
Introduction to the Coffee Teaching Factory	Footage of the Coffee Teaching Factory facilities, production areas, and the activities of students and lecturers in the practical learning environment. Narration introduces the Coffee Teaching Factory as an industry-based educational center integrated throughout the coffee value chain, from upstream to downstream.
Cultivation and Smart Farming	Footage of coffee plantations, nurseries, coffee plant maintenance, and the implementation of smart farming technologies. Visuals show students conducting field practices and monitoring crops using digital technology.
Coffee Production Process	Footage of coffee cherry harvesting, sorting, pulping, fermentation, washing, and drying processes. Detailed shots of production activities are captured using close-up techniques on coffee beans and processing equipment.
Quality Control	Footage of green bean moisture-content testing, raw material quality inspection, and students performing quality control procedures. Visuals include laboratory activities and coffee quality measurement instruments.

Scene	Description
Roasting and Packaging	Footage of the coffee roasting process, product packaging, and detailed visuals of roasted coffee bean textures. Visuals show students operating roasting machines and packaging coffee products.
VOKAFE and Product Downstreaming	Footage of coffee serving activities at VOKAFE, interactions between baristas and customers, and the atmosphere of an educational coffee shop. Visuals depict students practicing customer service and serving coffee products to consumers.
Circular Economy and Sustainability	Footage of the processing of coffee waste and livestock waste into organic fertilizer. Visuals highlight sustainability activities and the implementation of circular economy principles within the Coffee Teaching Factory.
Educational Tourism and Learning Activities	Footage of training sessions, coffee education programs, and visits by community members or educational tourism participants to the Coffee Teaching Factory. Visuals show interactions between students and visitors during coffee education activities.
Closing / Future Vision	Narration emphasizing the contribution of the Coffee Teaching Factory to education, industry, and sustainability. Footage of students, lecturers, and production activities symbolizes collaboration and the future of the coffee industry through vocational education.
Bumper Out	Animation featuring the IPB Vocational School logo, the Coffee Teaching Factory logo, and the official website and social media platforms.

Source: Author's Data, 2026

c. Material Collecting

During the production stage, all visual and audio elements were collected based on the script and storyboard developed in the previous stage. In this process, the scriptwriter acted as a creative director, ensuring that each shot was executed in accordance with the storyline and narrative objectives that had been planned. Particular attention was given to maintaining consistency between the visual content and the intended message, enabling each footage segment to accurately represent the identity and values of the Coffee Teaching Factory of IPB Vocational School.

All production outputs, including video footage and voice-over recordings, were systematically stored within a digital archiving system. This archival management was intended to facilitate coordination among the production team and ensure that all materials could be easily accessed during the post-production stage. Through an organized storage system, the editing process could be carried out more efficiently while also allowing revisions to be made whenever necessary.

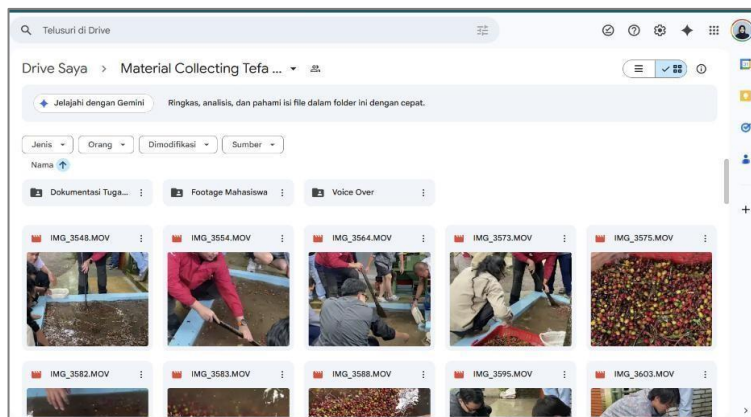


Figure 3. Material Collecting

d. Assembly

During the assembly stage, all visual and audio components obtained during the production stage were integrated into a complete video product. This stage involved the editing process, which aimed to arrange the storyline in accordance with the script and storyboard that had been developed previously. In the production of the profile video for the Coffee Teaching Factory of IPB Vocational School, the editing process was carried out using CapCut Pro and Adobe Premiere, as these software applications were considered capable of facilitating a systematic and efficient video editing workflow.

The editing process began with the selection and sequencing of footage based on the predetermined narrative structure. Each visual segment was arranged carefully to create a logical, communicative, and easily understandable storyline for the audience. Subsequently, transition effects were added to ensure smooth scene changes, resulting in a more seamless and dynamic visual presentation. In addition, motion graphics elements were incorporated to enhance information delivery, including the addition of text, titles, and other supporting visual elements.

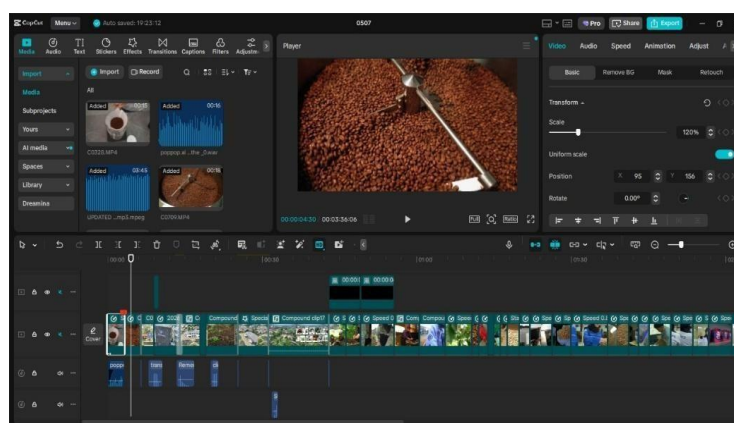


Figure 4. Assembly

Through the assembly stage, a profile video was produced that was well-structured both technically and narratively. The integration of visual elements, audio components, and the intended message became the key factor in creating a communicative and

engaging video capable of optimally representing the identity of the Coffee Teaching Factory of IPB Vocational School.

e. Testing

During the testing stage, a final evaluation was conducted on the profile video of the Coffee Teaching Factory of IPB Vocational School after it had undergone the editing process. This stage aimed to ensure that all visual, audio, and narrative elements were properly integrated and capable of conveying the intended message in accordance with the established objectives. Through this evaluation process, the video was expected to meet the institution's communication standards and be suitable for use as an official representation medium.

f. Distribution

After all stages, including script development, production, and video editing of the Coffee Teaching Factory of IPB Vocational School profile video, had been completed and approved by the management, the next stage was distribution. The video was distributed through digital platforms, with YouTube serving as the primary publication medium.

Accordingly, the use of YouTube as the main platform and Instagram as a supporting medium not only functioned as channels for information dissemination but also formed part of a digital communication strategy aimed at increasing exposure, enhancing audience engagement, and strengthening the positioning of the Coffee Teaching Factory of IPB Vocational School as an innovative and industry-oriented vocational education institution

3.2. Implementation of Cinematic Storytelling in the Scriptwriting of the Profile Video for the Coffee Teaching Factory of IPB Vocational School

The implementation of cinematic storytelling in the scriptwriting process of the profile video for the Coffee Teaching Factory of IPB Vocational School serves as a narrative approach aimed at creating a more vivid, structured, and emotionally engaging visual experience for the audience. This approach functions not only to convey information about the Coffee Teaching Factory but also to construct a visual narrative capable of guiding viewers through the coffee production journey from upstream to downstream in a cinematic manner. Through cinematic storytelling, the script is developed by considering how visual elements, narrative flow, and audience experience can be interconnected, allowing the intended message to become more engaging and easier to understand.

Cinematic storytelling positions visual elements as the primary medium for conveying narrative meaning, where each visual component is designed to support the audience's experience of the story (Robotham, 2022). In the context of the profile video for the Coffee Teaching Factory of IPB Vocational School, the cinematic storytelling approach was implemented through the arrangement of framing, perspective, look/see patterns, narrative flow, and emotional engagement, all of which were adapted to the script structure.

3.2.1. Framing

Framing in cinematic storytelling is used to direct the audience's attention toward specific objects, activities, or information that are considered important within the narrative. In the

script of the profile video for the Coffee Teaching Factory of IPB Vocational School, the implementation of framing can be observed in the arrangement of the visual sequence, which progresses from a broad contextual overview to the detailed stages of coffee production activities.

a. Opening Scene of the Script

Table 2. Implementation Framing 1

SCENE 2 - OPENING
<p>Narasi (VO): Dunia industri terus bergerak cepat, menuntut sumber daya manusia yang adaptif. Karena itu, Sekolah Vokasi IPB menghadirkan Teaching Factory Kopi sebagai jembatan antara kampus dan industri. Teaching Factory Kopi Sekolah Vokasi IPB adalah pusat pendidikan vokasi industri yang terintegrasi dari hulu ke hilir, untuk menciptakan ekosistem kopi berkelanjutan dan traceability.</p>

Source: Author's Data, 2026

The narration guides the visual presentation through an establishing shot that showcases the campus environment, industrial activities, and the setting of the Coffee Teaching Factory. The use of wide framing in the opening sequence serves to provide the audience with contextual understanding of the relationship between vocational education and industry demands.

Subsequently, the visual focus gradually narrows toward the activities of the Coffee Teaching Factory as the central subject of the narrative. This transition in framing, from broad to detailed shots, reflects a deliberate strategy to guide the audience's attention progressively, allowing the flow of information to be conveyed more clearly and effectively.

b. Coffee Production Process

The implementation of framing is also evident in the coffee production process section, as illustrated in the following narration:

Table 3. Implementation Framing 2

SCENE 9 – PANEN PASCAPANEN
<p>Narasi (VO): Buah kopi atau cherry dipetik secara selektif, melalui proses pengolahan mulai dari sortasi, pengupasan kulit atau pulping, fermentasi, pencucian, hingga penjemuran.</p>

Source: Author's Data, 2026

The narration indicates the potential use of detailed framing techniques, such as close-up shots of coffee beans, fermentation processes, and students participating in coffee processing activities. Detailed framing is employed to highlight the quality of the production process while reinforcing the information conveyed through the narration.

Through this framing arrangement, the audience is guided to understand each stage of the production process visually and in greater depth.

3.2.2. Perspective

In cinematic storytelling, perspective refers to how the audience is positioned within a story, either as observers or as participants in the experiences being presented.

a. Objective Perspective in the Introduction of the Teaching Factory

At the beginning of the script, the perspective used tends to be objective. This is reflected in the following narration:

Table 4. Implementation Perspective 1

SCENE 3 – PENGENALAN TEACHING FACTORY KOPI
Narasi (VO): Teaching Factory Kopi Sekolah Vokasi IPB adalah pusat pendidikan vokasi industri yang terintegrasi dari hulu ke hilir, untuk menciptakan ekosistem kopi berkelanjutan dan traceability.

Source: Author's Data, 2026

This narration provides general information about the Coffee Teaching Factory, positioning the audience as observers who gain an understanding of its concept and function.

b. Subjective Perspective in Student A subjective perspective begins to emerge in the following section:

Table 5. Implementation Perspective 2

SCENE 5 – KETERLIBATAN MAHASISWA
Narasi (VO): Program ini melibatkan 17 program studi dalam satu ekosistem pembelajaran berbasis industri, yang memberikan kesempatan bagi mahasiswa untuk merasakan langsung pengalaman kerja di dunia nyata.

Source: Author's Data, 2026

In this section, the visuals are directed closer to student activities through medium shots and close-up shots of field practice processes. This perspective allows the audience to experience the learning environment and student involvement in the coffee industry process. The shift from an objective to a subjective perspective makes the video not only informative but also more emotional and immersive.

3.2.3. Look/See Pattern

The look/see pattern refers to the relationship between what is described in the narration and what is visually presented to the audience.

a. Smart Farming Process

The implementation can be observed in the following section:

Table 6. Implementation Look/See Pattern 1

SCENE 8 – SMART FARMING

Narasi (VO): Seiring berkembangnya teknologi, mahasiswa turut mengembangkan sistem pertanian berbasis smart farming untuk meningkatkan efisiensi dan produktivitas.
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Source: Author's Data, 2026

This narration directly guides the visuals toward agricultural technologies, monitoring equipment, and student activities in operating smart farming systems. The relationship between narration and visuals helps the audience understand the concept of agricultural modernization implemented within the Coffee Teaching Factory.

b. Quality Control Process

The implementation of the look/see pattern is also evident in the following section:

Table 7. Implementation Look/See Pattern 2

SCENE 10 – QUALITY CONTROL
Narasi (VO): Green beans diuji kadar airnya untuk memastikan kualitas bahan baku tetap terjaga.

Source: Author's Data, 2026

This narration directs the visuals toward moisture-testing activities, measuring instruments, and detailed shots of coffee beans. This pattern demonstrates that every piece of information presented in the script is supported by visual representations that enhance the audience's understanding of the coffee production process.

3.2.4. Narrative Flow

In the profile video script of the Coffee Teaching Factory of IPB Vocational School, the narrative is arranged chronologically from upstream to downstream processes. The story begins with an introduction to the industrial world and the Teaching Factory concept, followed by seedling cultivation, coffee processing, quality control, roasting, marketing, and finally sustainability initiatives and contributions to the Sustainable Development Goals (SDGs).

This structure creates a systematic journey, enabling the audience to follow the coffee production process comprehensively.

a. Upstream to Downstream Flow

Table 8. Implementation Narrative Flow 1

SCENE 6 – ALUR HILIR KE HULUR
Narasi (VO): Seluruh kegiatannya mencakup rantai nilai kopi secara menyeluruh, dari hulu hingga hilir.

Source: Author's Data, 2026

This narration serves as the primary foundation for the narrative flow. The sequence helps the video feel like a complete journey through the coffee production process rather than merely a collection of information.

b. Circular Economy Flow

Table 9. Implementation Narrative Flow 2

SCENE 17 – CIRCULAR ECONOMY
Narasi (VO): Limbah kopi dan limbah ternak dimanfaatkan kembali melalui proses pengolahan, di mana ampas kopi dijemur dan diolah menjadi pupuk, sementara limbah ternak diolah melalui biogester, untuk menghasilkan pupuk yang dapat menyuburkan tanaman kopi.

Source: Author's Data, 2026

In this section, the narrative expands toward sustainability aspects. The storyline demonstrates that the coffee production process does not end with production but continues as an interconnected system through the concept of a circular economy.

3.2.5. Emotional Engagement

Emotional engagement is used to establish an emotional connection between the audience and the story being conveyed.

a. Student Experience

Table 10. Implementation Emotional Engagement 1

SCENE 5 – KETERLIBATAN MAHASISWA
Narasi (VO): memberikan kesempatan bagi mahasiswa untuk merasakan langsung pengalaman kerja di dunia nyata.

Source: Author's Data, 2026

This narration builds emotional closeness through students' experiences within the industrial environment. Visuals of field practice activities help the audience experience the atmosphere of industry-based learning in a tangible way.

b. Script Closing

The closing section contains the following narration:

Table 11. Implementation Emotional Engagement 2

SCENE 20 - CLOSING
Narasi (VO): Dari kebun hingga ke cangkir, semua menjadi pengalaman belajar nyata. Dari kampus, untuk industri, dan untuk masa depan yang berkelanjutan.

Source: Author's Data, 2026

This narration serves as the emotional climax of the profile video, bringing together the entire narrative journey into a meaningful message. The conclusion not only provides information but also evokes a sense of pride, sustainability, and optimism for the future of the coffee industry and vocational education.

3.2.6. Interpretation

Based on the analysis results, the implementation of cinematic storytelling in the profile video script of the Coffee Teaching Factory of IPB Vocational School demonstrates that the script functions not only as a medium for delivering information but also as a visual blueprint that guides the audience's cinematic experience. The application of framing, perspective, look/see patterns, narrative flow, and emotional engagement contributes to the development of a more structured, engaging, and emotionally compelling narrative.

Through the cinematic storytelling approach, the profile video is able to communicate the identity of the Coffee Teaching Factory of IPB Vocational School more effectively. It not only introduces the coffee production process but also highlights educational values, sustainability principles, and student involvement within an integrated coffee industry ecosystem.

4. CONCLUSION

Based on the results of developing the profile video script for the Coffee Teaching Factory of IPB Vocational School using the Multimedia Development Life Cycle (MDLC) method, it can be concluded that the scriptwriting and video production processes were carried out systematically through the stages of concept, design, material collecting, assembly, testing, and distribution. The application of this method provided a structured workflow that facilitated the development of an informative, communicative, and institutionally relevant profile video as an official representation medium.

The analysis of cinematic storytelling implementation in the script demonstrates that the use of framing, perspective, look/see patterns, narrative flow, and emotional engagement contributed significantly to enhancing the effectiveness of message delivery. These elements enabled the script to present information in a more structured, visually engaging, and emotionally compelling manner. As a result, the profile video not only communicates information about the Coffee Teaching Factory but also creates a meaningful viewing experience that helps audiences understand the institution's educational, industrial, and sustainability values.

The primary strength of the scriptwriting process lies in its ability to integrate informational content with cinematic storytelling principles, resulting in a narrative that is both educational and engaging. The structured narrative flow from upstream to downstream coffee production, combined with visual and emotional elements, supports audience comprehension and strengthens institutional branding. Furthermore, the script successfully highlights the unique characteristics of the Coffee Teaching Factory, including its industry-based learning approach, traceability system, and circular economy practices.

However, several limitations were identified during the scriptwriting process. The need to balance institutional information with storytelling elements sometimes limited the depth of information that could be presented within the video's duration. In addition, the effectiveness of cinematic storytelling is highly dependent on the availability of supporting visuals and production resources, which may constrain the realization of certain narrative concepts during the filming stage.

Overall, this project demonstrates that the role of the scriptwriter is strategic in establishing the narrative foundation of a profile video. A well-structured script that incorporates cinematic storytelling principles can enhance audience engagement, strengthen

communication effectiveness, and support the development of a professional institutional image. Therefore, cinematic storytelling can be considered an effective approach for producing profile videos that are not only informative but also capable of creating a lasting impression on viewers.

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