



# Camera Shooting Techniques in The Production of The Teaching Factory Kopi Profile Video at IPB Vocational School

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## ABSTRACT

This project was motivated by the lack of a profile video as a visual communication medium for the Coffee Teaching Factory at the Vocational School of IPB University. Consequently, information regarding its profile, activities, facilities, and advantages has not been effectively communicated. This project aimed to develop an informative and communicative profile video that represents the concepts of sustainability and traceability. The project employed the Multimedia Development Life Cycle (MDLC) method, consisting of concept, design, material collecting, assembly, testing, and distribution stages. The production process applied videography techniques, including shot composition, camera angles, and camera movements, to strengthen visual storytelling. The result is a 3–5-minute profile video presenting the coffee production process, student involvement, and industry collaboration. The findings indicate that the MDLC method and appropriate videography techniques contribute to the creation of a professional and informative profile video.

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## 1. INTRODUCTION

The rapid development of digital technology has transformed the way people access information, particularly through visual content such as videos. According to [Febriani and Mustofa \(2024\)](#), videography functions not only as a recording medium but also as an important tool for conveying various messages, including educational, entertainment, promotional, and advocacy purposes. One type of video commonly used in educational institutions and organizations is the profile video. A profile video serves as an important medium for presenting the identity, activities, and strengths of an institution in a concise yet informative manner.

The advancement of digital technology has encouraged the widespread use of audiovisual media as an effective communication tool for delivering information to the public. One of the most widely utilized media by educational institutions and organizations is the profile video. A profile video can present information in an informative, engaging, and easily understandable way through the integration of visual elements, audio, and narration. In addition to serving as documentation, profile videos play a significant role in building institutional image, introducing organizational identity, and enhancing the effectiveness of information dissemination to a broader audience.

The Coffee Teaching Factory of IPB Vocational School is a practical learning unit that provides students with hands-on experience in the coffee industry, covering production, processing, and product serving activities. As a unit that supports practice-based learning and skill development, the Coffee Teaching Factory offers various activities, facilities, and advantages that should be introduced to students, prospective students, industry partners, and the general public. However, the Coffee Teaching Factory currently does not have an official profile video capable of presenting such information comprehensively. This condition limits the effective communication of information regarding its profile, activities, and strengths and may reduce the effectiveness of promotional efforts and institutional image-building.

Previous studies have shown that profile videos can serve as effective communication media for introducing the profile, activities, and advantages of an institution or organization. The use of profile videos has been proven to increase the attractiveness of information, facilitate audience understanding, and strengthen institutional branding through a more systematic and interactive presentation of information. Based on these conditions, research on the production of a profile video for the Coffee Teaching Factory of IPB Vocational School is needed as a visual communication medium capable of supporting information dissemination, increasing institutional visibility, and strengthening the image of the Coffee Teaching Factory among a wider audience.

In profile video production, one of the most critical aspects affecting the quality of the final output is the application of appropriate video shooting techniques. According to [Kinanti et al. \(2025\)](#), the selection of shooting techniques, including shot types, camera angles, camera movements, and framing, is carried out to strengthen narrative messages and visual emotions in each scene. These techniques significantly influence how messages are delivered to the audience. A profile video produced without proper videography techniques may result in monotonous, unorganized, and less engaging visuals, preventing information and promotional objectives from being achieved effectively. Therefore, the implementation of

appropriate video shooting techniques is essential to ensure that the profile video of the Coffee Teaching Factory serves as an effective communication medium.

According to [Kustiawan et al. \(2022\)](#), every aspect of videography, including composition, lighting, and camera angles, contributes to the way a story is conveyed. The Coffee Teaching Factory of IPB Vocational School conducts various activities such as coffee processing, roasting, grinding, brewing, and serving. These activities contain visually appealing stages that can be effectively captured using suitable shooting techniques, such as close-up shots of coffee beans, medium shots of barista activities, and wide shots showing the facilities and surrounding environment. Through appropriate video shooting techniques, audiences can experience a sense of immersion, as if they were directly present at the location, while gaining a clearer understanding of the operational processes.

This profile video production project was conducted as part of a final group project. As a final project, the resulting video serves not only as a creative output but also as a demonstration of students' competencies in videography and media production. The project provides opportunities for students to enhance their professional skills, including production planning, video shooting, and visual concept development tailored to institutional needs. Through this project, students are able to produce a tangible work that benefits the institution while simultaneously serving as a portfolio for future career development in the creative industry.

The application of video shooting techniques in profile video production is strongly grounded in the fields of visual communication and videography. [Azizah et al. \(2025\)](#) stated that video shooting techniques not only improve visual aesthetics but also effectively communicate messages and build deeper emotional engagement with audiences. In other words, videography techniques function not merely as tools for enhancing visual appearance but also as instruments for constructing meaning and reinforcing intended messages. A high-quality profile video should present information communicatively, enabling audiences to understand the identity of the Coffee Teaching Factory and the activities carried out within it.

From a practical perspective, this project is necessary because the Coffee Teaching Factory requires a more professional documentation medium to introduce its unit to the public. A profile video can be utilized for various purposes, including promotional activities, institutional publications, academic documentation, and presentations to industry partners. Therefore, the existence of a profile video can become a strategic medium for enhancing the visibility and image of the Coffee Teaching Factory of IPB Vocational School.

The primary issue addressed in this study is not merely the absence of a profile video but also the implementation of appropriate videography techniques to create a visual communication medium capable of effectively delivering information to a broad audience. As a practice-based learning unit, the Coffee Teaching Factory possesses various activities, facilities, and operational processes that need to be communicated clearly and attractively. However, effective communication of such information requires a well-planned visual approach to ensure that the intended messages are properly received and understood by audiences.

The implementation of videography techniques, including image composition, camera angle variation, camera movement, lighting arrangement, and visual storytelling, plays a crucial role in producing an informative and communicative profile video. Without proper implementation of these techniques, the information presented may become less engaging,

difficult to understand, and unable to optimally showcase the advantages of the Coffee Teaching Factory.

Through this project, the proposed solution is the production of a profile video emphasizing the application of appropriate video shooting techniques according to content requirements. The production process will be systematically planned, beginning with establishing shots to introduce the location, followed by detailed shots of coffee production processes and footage of students engaged in practical activities. Camera movement techniques will also be applied to avoid monotonous visuals and create a professional impression. Furthermore, the selection of camera angles and framing will be optimized to strengthen information delivery and clearly showcase activities.

The production of this profile video is expected to provide the Coffee Teaching Factory of IPB Vocational School with a visual medium that can be utilized for information dissemination and promotional purposes. The resulting profile video can serve as academic documentation and publication material for IPB Vocational School. Additionally, it can be used as an evaluation resource for developing future creative content within the institution. From the students' perspective, this project contributes to the enhancement of professional videography skills, particularly in composition, camera angles, framing, and camera movement techniques. It also serves as a portfolio demonstrating students' competencies in video production, supporting future career and internship opportunities.

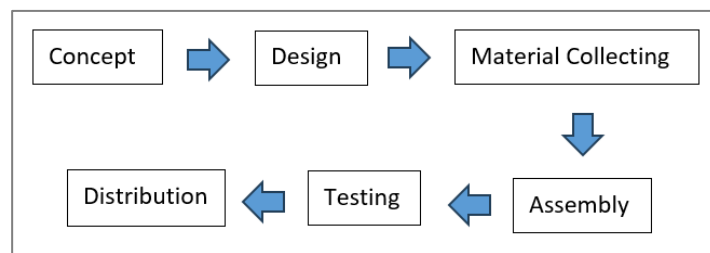
Based on the discussion above, it can be concluded that the project on implementing video shooting techniques in the production of a profile video for the Coffee Teaching Factory of IPB Vocational School is necessary due to the absence of a previous profile video, despite the existence of numerous interesting activities worthy of public introduction. The application of appropriate videography techniques is essential for producing a profile video that is informative, engaging, and professional. Therefore, this project is expected to provide significant contributions to the institution while offering valuable practical experience for students in developing creative videography skills.

## **2. METHODS**

The development of the profile video for the Coffee Teaching Factory (TEFA Kopi) of IPB Vocational School employed the Multimedia Development Life Cycle (MDLC) method to ensure a well-organized and structured production process. This method was selected because it is highly suitable for multimedia projects, allowing detailed planning through storyboard and shot list development during the pre-production stage. As a result, the production workflow can be managed systematically from the initial planning phase to the final output.

Several previous projects have also utilized the MDLC method. However, what distinguishes this project is its storytelling approach. The profile video was designed not merely to present a sequence of visual scenes but also to construct a narrative that highlights the learning process, student involvement, and collaboration with industry partners within the Coffee Teaching Factory ecosystem. Therefore, although the same development method, namely MDLC, was applied, its implementation in this project differs in terms of context, objectives, and visual approach. These differences contribute to innovations in the project object, presentation concept, and video content.

According to [Jaza and Darsiti \(2024\)](#), the MDLC method consists of six main stages:



**Figure 1.** Multimedia Development Life Cycle (MDLC) Method

a. Concept Stage

The concept stage is the initial phase in the development of the profile video, aimed at determining the main idea, production objectives, and target audience. At this stage, the product was defined as a profile video of the Coffee Teaching Factory (TEFA Kopi), showcasing an industry-based learning process from upstream to downstream activities. The concept was designed using a cinematic and informative approach to effectively communicate educational values, interdisciplinary collaboration among study programs, and industry partnerships in a clear and engaging manner.

b. Design Stage

The design stage involved the preparation of a storyboard and shot list as visual and technical guidelines for the production process. The storyboard was used to illustrate the sequence of scenes, image composition, camera movements, and accompanying narration or background audio. Meanwhile, the shot list was developed to ensure that each shot aligned with the established concept and production requirements.

c. Material Collection Stage

The material collection stage involved identifying and preparing all elements required for video production. These materials included visual footage of coffee production processes, student activities involving various study programs, documentation of facilities, interviews with managers and industry partners, as well as supporting elements such as background music and sound effects.

d. Assembly Stage

The assembly stage was the implementation phase in which the previously prepared designs were realized. During this stage, video recording was conducted according to the storyboard and shot list, including the arrangement of composition, lighting, and audio recording. The production process was carried out systematically, following the planned sequence from the opening scene to the closing segment.

e. Testing Stage

The testing stage was conducted to ensure that the produced video met its intended objectives and was free from technical errors. The evaluation included assessing image and audio quality, duration suitability, narration clarity, and the accuracy of the storyline structure.

f. Distribution Stage

The distribution stage is the final phase of the Multimedia Development Life Cycle (MDLC) method, involving the dissemination of the profile video to its target audience. After undergoing the review and revision process, the completed video is published through the designated media platforms. Through this stage, the communication objective of introducing the Coffee Teaching Factory as an industry-based learning model can be achieved effectively and optimally.

### 3. RESULTS AND DISCUSSION

#### 3.1. Profile Video Production Stages Based on the Multimedia Development Life Cycle (MDLC)

a. Concept

The concept stage is the initial phase in the production process of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School using the Multimedia Development Life Cycle (MDLC) method. This stage involves determining the main idea, production objectives, target audience, and visual concept that will guide the entire production process. The concept stage plays a crucial role as it serves as the foundation for directing the production, ensuring that the resulting video aligns with the institution's needs and effectively conveys its intended message to the audience.

The primary concept of this profile video is to introduce Teaching Factory Kopi as an industry-based learning model that implements sustainability and traceability principles throughout the coffee production process. The video is designed to present a comprehensive overview of activities, beginning with coffee cultivation, processing, and roasting, and continuing through to product marketing. In addition, the video highlights students' active involvement in practical activities as a representation of vocational education integrated with industry practices.



Figure 2. Concept Design

At this stage, the objectives of producing the profile video were also established, namely as a medium for information dissemination, documentation, and promotion of the Teaching Factory Kopi at IPB Vocational School. The video is expected to provide an overview of the facilities, activities, and learning system implemented at TEFA Kopi to the general public, prospective industry partners, and students. Furthermore, the profile video aims to enhance the institution's image through professional and communicative visual presentation.

#### b. Design

The design stage is the phase that follows the concept development process in the Multimedia Development Life Cycle (MDLC) method. During this stage, the visual and technical plans for the production of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School are developed. The design process is carried out to ensure that the filming process is more organized, structured, and aligned with the concept that has been established in the previous stage.

Shot	Visual	Framing & Kamera	Durasi	VO / Audio / Host	Catatan
1. (ruangan tefa kopi/vokafe)	Kopi dituang, uap naik	Extreme CU slow motion	0:05	Audio: Suara kopi + musik masuk pelan.	Opening
2 (ruangan tefa kopi/vokafe)	Mesin roasting mulai berputar	Close-Up handheld stabil	0:05	VO: Dunia industri terus bergerak cepat, menuntut sumber daya manusia yang adaptif.	Industrial vibe
3 ( ruangan tefa kopi)	Wide shot area Coffee Tefa dan logo (opsional pake drone shoot gedung Tefa Kopi)	Wide establishing	0:05	VO: Karena itu, SV IPB menghadirkan Teaching Factory Kopi (TEFA Kopi) sebagai jembatan antara kampus dan industri.	Judul overlay

**Figure 3.** Script Excerpt

The design stage began with the development of a video script, which served as the foundation for the flow of information presented in the profile video. The script was developed using a cinematic storytelling approach to ensure that the video not only documented activities but also conveyed a compelling narrative about the industry-based learning process implemented at the Teaching Factory Kopi. The script content included an introduction to TEFA Kopi, coffee production activities, student involvement, sustainability concepts, and collaborations with industry partners. The narrative was organized systematically to ensure that the information could be easily understood by the target audience.

Following the scriptwriting process, the next step involved the creation of a storyboard. The storyboard was developed to provide a visual representation of the sequence of scenes, image composition, camera angles, and scene transitions within the video. It helped the production team visualize the planned footage, making the shooting process more efficient and organized. In addition, the storyboard was used to determine

filming requirements, including shot types, camera movements, and object placement in each scene.

c. Material Collecting

The material collecting stage is a phase within the Multimedia Development Life Cycle (MDLC) method that focuses on preparing all materials and supporting elements required for the production of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School. During this stage, various materials were gathered systematically to ensure that the video production and editing processes could be carried out in accordance with the previously developed concept and design.

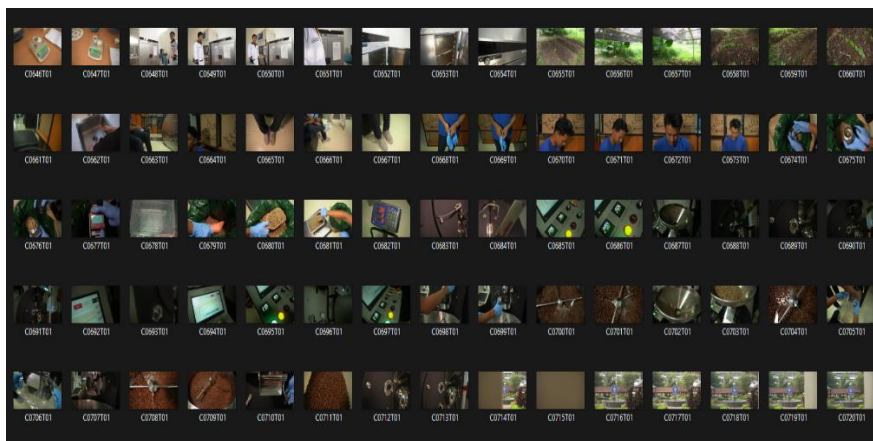


Figure 4. Footage

The material collection process began with video footage acquisition in various areas of the Teaching Factory Kopi. Filming was conducted at several key locations, including the coffee plantation, nursery area, fermentation room, roasting facility, packaging area, and the VOKAFE outlet. Each location was selected because it represented an important stage in the coffee production process highlighted in the profile video. In addition, footage was captured of students participating in practical activities to demonstrate the implementation of industry-based learning within the IPB Vocational School environment.

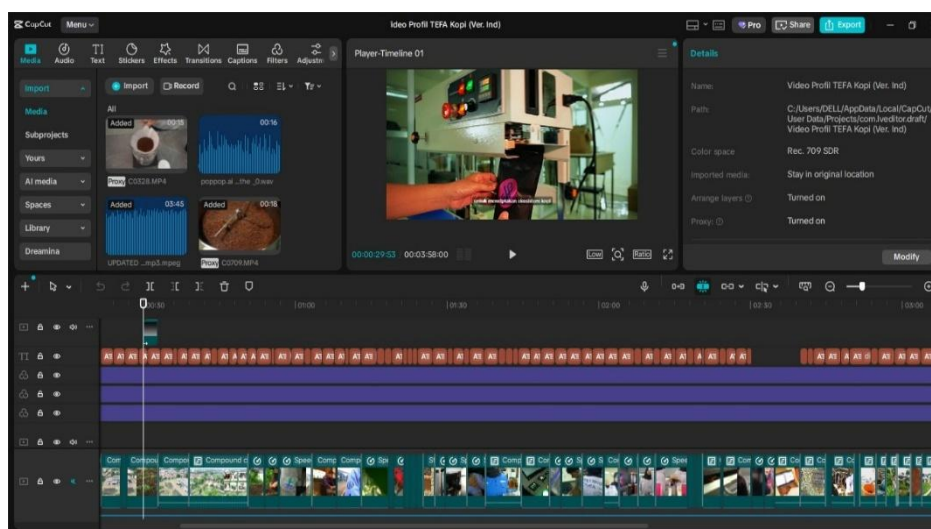
During this stage, various types of shots were collected based on the storyboard and shot list that had been prepared previously. Wide shots were used to present the overall atmosphere and environment of each location, while close-up shots were employed to capture detailed coffee production processes such as roasting, grinding, and brewing. Furthermore, camera movement techniques, including panning and tracking shots, were utilized to create more dynamic and visually engaging footage.

d. Assembly

The assembly stage began with the production process, which involved filming at the Teaching Factory Kopi facilities. The footage was captured according to the storyboard and shot list developed during the design phase. Filming activities were conducted in several areas, including the coffee plantation, fermentation room, roasting facility, packaging area, and the VOKAFE outlet. In addition, the production process featured

students participating in practical activities to demonstrate the implementation of industry-based learning within the IPB Vocational School environment.

During the production process, various videography techniques were applied to create a more engaging and professional visual presentation. Wide shots were used to capture the overall atmosphere of each location, while close-up shots highlighted detailed coffee production activities such as roasting, grinding, and brewing. Furthermore, camera movement techniques, including panning, tilting, and tracking shots, were employed to add a dynamic feel to the video and prevent the visual presentation from becoming monotonous.



**Figure 5.** Editing Process

The editing process began after all footage had been successfully recorded. During this stage, video editing software was used to organize and arrange the footage according to the planned narrative sequence. The editing process included trimming and assembling video clips, creating transitions between scenes, performing color grading, and adding supporting text and graphic elements to enhance the video's visual appeal and communicative value. Editing was carried out systematically to ensure visual continuity between scenes and to effectively convey the intended message to the audience.

#### e. Testing

The testing stage is a phase within the Multimedia Development Life Cycle (MDLC) method that aims to ensure that the Teaching Factory Kopi (TEFA Kopi) profile video of IPB Vocational School meets the production objectives and is free from technical errors. At this stage, the completed video, which had undergone the editing and assembly processes, was evaluated before being published or distributed to relevant stakeholders.

The testing process began with an assessment of the visual quality of the profile video. The visual evaluation included image sharpness, video stability, lighting quality, shot composition, and continuity between scenes. This assessment was conducted to ensure that all footage met quality standards and provided a comfortable viewing experience for the audience. In addition, the color grading results were reviewed to ensure color consistency and to achieve a more professional visual appearance.

In addition to visual quality, the testing stage also involved an evaluation of audio quality. Audio testing was conducted to ensure that the voice-over narration, background music, and sound effects were clear and well-balanced. This process included checking audio levels, narration clarity, and synchronization between audio and visual elements. Audio quality is essential, as poor sound performance can reduce the effectiveness of information delivery to the audience.

The testing stage also included an evaluation of the video content to ensure its consistency with the concept and storyboard developed during the earlier stages. This evaluation was carried out in collaboration with the academic supervisor and representatives of Teaching Factory Kopi to verify that all information presented aligned with the objectives of the profile video. The review focused on the narrative flow, scene sequence, use of narration, and the communication of sustainability principles and industry-based learning concepts implemented at TEFA Kopi.

#### f. Distribution

The distribution stage is the final phase of the Multimedia Development Life Cycle (MDLC) method, conducted after the Teaching Factory Kopi (TEFA Kopi) profile video of IPB Vocational School has successfully completed the testing and revision processes. At this stage, the finalized video is prepared for publication and dissemination to relevant stakeholders as a medium for information, documentation, and institutional promotion.

The distribution process begins with the finalization of the video through the rendering process. Rendering is performed to produce video files in formats suitable for publication across various digital media platforms. The profile video is exported in a high-quality format to ensure optimal visual and audio performance when viewed on different devices. Furthermore, the rendered output is reviewed to verify that no file corruption or technical issues are present in the final video.

Upon completion of the finalization process, the profile video is delivered to Teaching Factory Kopi and IPB Vocational School as the final output of the production project. This handover serves both as institutional documentation and as a supporting medium for promotional and publication activities. The video is expected to be utilized for various purposes, including institutional presentations, social media publications, academic activities, and the promotion of collaborations with industry partners.

The distribution of the profile video is also carried out through digital media channels to reach a broader audience. The video may be published on social media platforms, the institution's official website, and digital video-sharing platforms such as YouTube. The use of digital media was selected because it facilitates the dissemination of information and enhances public access to information regarding the Teaching Factory Kopi of IPB Vocational School.

## **3.2. Application of Videography Techniques in Video Production**

### **3.2.1. Application of Angle Shots**

The application of angle shots in the production of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School was intended to support the visual delivery of information in a more engaging and communicative manner. Camera angles were selected based on the requirements of each scene and the messages intended to be conveyed through

the activities presented in the video. The appropriate use of angle shots can enhance the visual atmosphere, emphasize important objects, and create specific impressions for the audience while watching the profile video. According to [Ramadhani et al. \(2024\)](#), the types of angle shots include:

a. Normal Angle

A normal angle is a shooting technique in which the camera is positioned at the same level as the subject, corresponding to the natural perspective of human vision. This technique is used to present activities in a natural and realistic manner, allowing the audience to observe situations as they occur in real-life settings. In the production of the TEFA Kopi profile video, the normal angle was applied to scenes depicting students participating in practical activities, service operations at VOKAFE, and interviews with key informants. The use of a normal angle was intended to create visuals that are communicative and easy for the audience to understand. Furthermore, this camera angle provides a neutral perspective, enabling the information conveyed through the video to be received clearly without creating excessive dramatic effects.

b. Low Angle

A low angle is a shooting technique in which the camera is positioned below the subject, creating the impression that the subject appears larger, stronger, and more dominant. In the production of the Teaching Factory Kopi profile video, low-angle shots were used to highlight production activities and key facilities available at TEFA Kopi. This technique was applied in scenes featuring roasting machines, baristas serving coffee, and production facilities. The use of low-angle shots was intended to create a professional impression and strengthen the image of Teaching Factory Kopi as a modern industry-based learning environment equipped with high-quality facilities.

c. High Angle

A high angle is a shooting technique in which the camera is positioned above the subject. This technique is used to present a broader view of a location and provide a comprehensive representation of ongoing activities. In the TEFA Kopi profile video, high-angle shots were utilized to capture production areas, student practical activities, and the overall environment of the Teaching Factory Kopi. The use of high-angle shots helped illustrate the organization of activities and the conditions of the production facilities more clearly. Additionally, this camera angle contributed visual variety, making the video presentation more dynamic and less monotonous.

d. Bird's-Eye View

A bird's-eye view is a shooting technique that captures subjects and their surroundings from a significantly elevated position, providing a comprehensive overhead perspective. In the production of the Teaching Factory Kopi profile video, bird's-eye view shots were used to showcase the coffee plantation, production facilities, and the surrounding environment of the Teaching Factory. The purpose of employing this technique was to provide an overall representation of the location and production system implemented at TEFA Kopi. Furthermore, bird's-eye view shots enhanced the cinematic quality of the

video and contributed to a more visually appealing presentation, thereby improving the overall aesthetic value of the profile video.

### 3.2.2. Application of Shot Types

The application of shot types in the production of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School was intended to present visual details, clarify activities, and establish the overall atmosphere of the video. Each shot type serves a different purpose depending on the requirements of the scene and the message to be conveyed to the audience. The use of various shot types also aimed to create a more dynamic visual presentation, prevent monotony, and enhance the overall visual quality of the video. According to [Aurelia \(2024\)](#), the types of shots include:

a. Extreme Close-Up (ECU)

An extreme close-up is a shooting technique in which the camera is positioned very close to the subject, allowing fine details to be captured clearly. In the production of the TEFA Kopi profile video, this technique was used to highlight details such as coffee beans, the roasting process, brewed coffee, and the texture of ground coffee during the grinding process. The use of extreme close-up shots was intended to emphasize the distinctive visual details of coffee production activities. Furthermore, this technique contributed to a cinematic impression and helped draw the audience's attention to specific details presented in the video.

b. Close-Up (CU)

A close-up shot is used to present a subject at a closer range, with emphasis on particular expressions or activities. In the Teaching Factory Kopi profile video, close-up shots were applied to scenes showing a barista's hands preparing coffee, students participating in practical activities, and the serving of coffee beverages at VOKAFE. The purpose of using close-up shots was to provide a clearer view of the activities being performed, enabling the audience to understand the work processes in greater detail. Additionally, this technique helped establish an emotional connection between the audience and the activities depicted in the video.

c. Medium Shot (MS)

A medium shot is a shooting technique that frames a subject from approximately the head to the waist. In the production of the TEFA Kopi profile video, medium shots were used to capture students engaged in practical activities and interactions between students and Teaching Factory Kopi management. The purpose of employing medium shots was to clearly display body language and activities while maintaining visibility of the surrounding environment. This technique provided a balance between focusing on the subject and presenting the background, allowing visual information to be communicated effectively.

d. Full Shot (FS)

A full shot is used to capture the entire body of a subject, from head to toe, along with the surrounding environment. In the Teaching Factory Kopi profile video, full shots were

applied to scenes depicting student activities in production areas, customer service activities at VOKAFE, and work processes in coffee processing facilities. The purpose of using full shots was to illustrate the relationship between the subjects and their environment, enabling the audience to gain a more comprehensive understanding of the activities and situations presented. In addition, this technique helped portray the working atmosphere at Teaching Factory Kopi in a realistic manner.

e. Long Shot (LS)

A long shot is a shooting technique that presents a subject together with a broad view of the surrounding background. In the production of the TEFA Kopi profile video, long shots were used to showcase the coffee plantation, production facilities, the overall Teaching Factory environment, and the VOKAFE area. The purpose of using long shots was to provide the audience with a general overview of the location and environment of Teaching Factory Kopi. This technique also helped establish a broader visual atmosphere and contributed to a professional appearance of the profile video.

### 3.2.3. Application of Camera Movements

The application of camera movement techniques in the production of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School was intended to create visuals that are more dynamic, engaging, and less monotonous. Camera movements help depict activities, the atmosphere of the location, and the details of the coffee production process in a more vivid manner. Furthermore, the use of camera movements supports the effective delivery of information and enhances the cinematic quality of the profile video. According to [Rahmadina et al. \(2025\)](#), the types of camera movements include:

a. Panning

Panning is a camera movement technique in which the camera rotates horizontally from left to right or vice versa without changing its position. In the production of the TEFA Kopi profile video, panning was used to showcase production areas, indoor environments, and students engaged in practical activities. The purpose of using panning was to provide the audience with a broader visual perspective without requiring the camera to change locations. This technique helped present the Teaching Factory Kopi environment more naturally and created smooth visual transitions between objects within a single scene.

b. Tilting

Tilting is a camera movement technique in which the camera moves vertically upward or downward. In the production of the TEFA Kopi profile video, this technique was used to highlight production facilities, roasting machines, and the overall atmosphere of the Teaching Factory Kopi environment. The use of tilting added visual variety to the video, preventing it from appearing static. Additionally, this technique helped illustrate the relationship between the main subject and its surroundings, allowing the audience to gain a clearer understanding of the location.

c. Tracking Shot

A tracking shot is a filming technique in which the camera moves while following a particular subject or object. In the Teaching Factory Kopi profile video, tracking shots were used to record students participating in coffee production activities, service operations at VOKAFE, and coffee processing activities moving from one area to another. The application of tracking shots was intended to create a dynamic impression and give the audience the feeling of being directly involved in the activities presented. This technique also helped depict the workflow more realistically, making the video appear more lively and professional.

d. Static Shot

A static shot is a filming technique in which the camera remains fixed without any movement. In the production of the TEFA Kopi profile video, static shots were used for interview scenes, documentation of production equipment, and several scenes that required stable visual focus.

The use of static shots was intended to maintain visual stability and direct the audience's full attention to the recorded subject. This technique was particularly effective for conveying formal information, such as interviews or explanations provided by informants, enabling the audience to understand the conveyed messages more clearly.

#### 4. CONCLUSION

The production of the Teaching Factory Kopi (TEFA Kopi) profile video at IPB Vocational School was successfully carried out using the Multimedia Development Life Cycle (MDLC) method, which consists of the stages of concept, design, material collecting, assembly, testing, and distribution. The implementation of the MDLC method helped ensure that the production process was conducted in a structured and systematic manner, starting from concept planning to the distribution of the final video. Through these stages, the profile video was developed in accordance with its objectives as a medium for institutional information, documentation, and promotion.

The application of videography techniques, such as angle shots, types of shots, and camera movements, contributed significantly to the visual quality of the resulting profile video. The use of normal angle, low angle, high angle, bird's-eye view, as well as various shot compositions and camera movements, enabled the activities of Teaching Factory Kopi to be presented in a more engaging, informative, and cinematic manner. Furthermore, the cinematic storytelling approach employed in the video production helped communicate the concepts of sustainability and industry-based learning more effectively, making the information easier for the audience to understand.

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