



Post-Production of Profile Video Teaching Factory Sustainable Coffee and Traceability At IPB Vocational School

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ABSTRACT

The Teaching Factory Coffee of IPB Vocational School is an industry-based learning environment that focuses on coffee processing from upstream to downstream stages. To support the institution's information and promotional media, a profile video is needed to deliver information in a communicative and engaging manner through an audiovisual approach. This study applies the Multimedia Development Life Cycle (MDLC) method in the post-production process of a profile video through the stages of concept, design, material collecting, assembly, testing, and distribution, thereby creating a more structured and systematic post-production workflow. The editing process employs a non-linear editing approach by implementing continuity editing, motion graphics, color grading, subtitles, and the integration of visual and audio elements. The results indicate that the implementation of the MDLC method contributes to improving the audiovisual communication quality of the profile video. Furthermore, the cinematic storytelling approach strengthens the institution's visual identity through a more engaging, informative, and representative audiovisual presentation, making the profile video an effective multimedia-based promotional medium.

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1. INTRODUCTION

Communication is the process of conveying messages from a communicator to a communicant through various media (Puspitosari & Lokananta, 2021). In the digital era, technological advancements have transformed the way people communicate, making interactions more practical, faster, and more modern. Digitalization has driven significant changes in communication patterns, enabling interactions to occur without limitations of space and time (Batoebara, 2021; Prajana et al., 2025). Within today's digital ecosystem, audiovisual media, particularly video, has become one of the most effective communication tools. Audiovisual formats are capable of integrating text, sound, images, and narration, resulting in a more comprehensive understanding compared to one-way communication media (Indies & Dharmawan, 2025). Consequently, many institutions have begun utilizing video as a strategic communication medium. One of its applications is the use of profile videos to build institutional or industrial images. Visual content that attractively presents programs, facilities, and activities has been proven to increase audience interest (Setiawati & Jamal, 2025).

In line with these developments, vocational education, which focuses on equipping students with practical competencies, also requires communication media capable of representing real-world work processes. Vocational education must align with industry demands to ensure that graduates possess strong competitiveness in the global labor market (Khotimah et al., 2025). One approach that reflects industry needs is the Teaching Factory (TEFA), a production- and service-based learning model that adopts industry standards and is implemented within a real working environment (Gunawan et al., 2025). The IPB Vocational School is an applied vocational education institution committed to strengthening industry-based learning. This commitment is demonstrated through the development of Teaching Factory (TEFA) programs, including the Sustainable Coffee and Traceability TEFA, which is designed as a miniature integrated coffee industry ecosystem covering the entire value chain, from cultivation to marketing. However, to date, the Coffee TEFA does not yet have a profile video capable of comprehensively representing its processes, facilities, and strengths. The absence of a representative visual medium may reduce the effectiveness of information dissemination and promotional efforts directed at the public. This condition highlights the importance of designing and producing a professionally managed profile video, particularly during the post-production stage.

The editing stage is a key process in post-production that determines the narrative structure, pacing, and overall quality of a video, thereby directly influencing the effectiveness of message delivery (Ayudya, 2020). In this context, editors play not only a technical role but also a strategic one in constructing visual storytelling, maintaining emotional engagement, and ensuring audiovisual coherence (Sabatini et al., 2025). This strategic role becomes increasingly important because institutional video production often faces various challenges, such as limited resources, time constraints, and the need to simplify complex information into engaging and easily understandable narratives (Khalisah et al., 2025). Without proper packaging, monotonous content may reduce audience interest and diminish communication effectiveness (Shobach & Arifin, 2025). Therefore, post-production requires a systematic approach through interconnected stages, including logging, offline editing, online editing, and rendering, to ensure workflow efficiency and maintain narrative quality (Sabatini et al., 2025).

Thus, the editor's role becomes a crucial factor in producing an effective and communicative profile video.

To support an efficient production workflow, multimedia projects generally require a structured development approach. One of the most widely used frameworks in multimedia development is the Multimedia Development Life Cycle (MDLC), which provides systematic stages ranging from planning to distribution (Ariyana et al., 2025). This project adopts the MDLC method as a workflow guideline to ensure that the video post-production process is conducted in a more organized and consistent manner.

Based on the foregoing discussion, this project focuses on the post-production process of the profile video for the Sustainable Coffee and Traceability Teaching Factory (TEFA) at the IPB Vocational School by applying the Multimedia Development Life Cycle (MDLC) method as the multimedia development framework. The implementation of this method is intended to support a more systematic and structured video editing process, encompassing footage management, visual narrative development, and video finalization. Through a well-organized post-production process, the profile video is expected to present information regarding coffee production processes, sustainability concepts, and traceability in a more informative, communicative, and visually engaging manner. In addition to serving as an informational medium, the profile video is also expected to function as a promotional tool and visual representation of the IPB Vocational School Coffee Teaching Factory as an industry-based learning ecosystem.

2. METHODS

This study is a multimedia development research project focusing on the post-production process of the Teaching Factory (TEFA) profile video for IPB Vocational School Coffee. The multimedia development was conducted using the Multimedia Development Life Cycle (MDLC) method, which consists of the stages of concept, design, material collecting, assembly, testing, and distribution. The MDLC method was selected because it provides a systematic workflow for multimedia development, particularly in managing the video post-production workflow, ranging from visual concept planning, footage management, audiovisual editing, to video finalization (Atun et al., 2024).

1. Concept

At this stage, the editor is involved from the beginning to understand the client's brief, target audience characteristics, and desired narrative concept. The editor begins considering technical editing approaches, such as visual style, color tone, transition rhythm, and overall video pacing. This understanding serves as the foundation for designing an editing approach that aligns with the company's identity.

2. Design

The editor analyzes the storyboard and script that have been prepared to map out the visual flow and determine technical requirements, including transition types, graphic overlays, visual effects, and audio synchronization. The editor's role at this stage is highly strategic in ensuring visual continuity and the integration of audiovisual storytelling.

3. Material Collecting

This stage involves collecting footage, graphic elements, background music, sound effects, and additional supporting footage. The editor begins organizing a digital asset library using a systematic structure that facilitates sorting and selection during the main editing process. The success of this stage greatly influences the efficiency of the assembly phase.

4. Assembly

This is the core stage of the editing process. The editor trims the primary footage, arranges visual sequences, applies transitions, synchronizes audio, adds visual effects, and performs color grading. Software such as Adobe Premiere Pro, DaVinci Resolve, or CapCut is utilized to produce a high-quality video. The editor also adjusts the rhythm and pacing to ensure that the message is delivered effectively and engagingly.

5. Testing

The editor and the production team conduct a comprehensive review of both visual and audio quality. This review includes color adjustments, audio clarity, transition consistency, and narrative accuracy. Feedback from stakeholders is incorporated into revisions before the final rendering process is carried out. This stage also serves as a validation bridge between the creative vision and the client's expectations.

6. Distribution

After the editing process is completed and the video has been finalized, the editor prepares the final files in various resolutions and aspect ratios (for example, landscape format for YouTube and portrait format for Instagram Reels or TikTok). The editor also optimizes file sizes to ensure efficient upload speeds without compromising quality. In addition, the final assets are documented and archived for future project references.

By applying the MDLC approach with a focus on the editing process, this project establishes a systematic and measurable workflow for editors, enabling effective collaboration with the creative team and producing a final output that aligns with the company's visual communication objectives.

3. RESULTS AND DISCUSSION

3.1. Implementation of the MDLC Method in Video Post-Production

The Multimedia Development Life Cycle (MDLC) method was systematically implemented in the production of the profile video for the Teaching Factory (TEFA) Coffee Program of IPB Vocational School through the stages of concept, design, material collecting, assembly, testing, and distribution. This method was applied to support the video post-production process in a more structured, efficient, and goal-oriented manner, ensuring that the intended audiovisual communication objectives were achieved. Through the implementation of MDLC, the management of footage, the arrangement of visual narratives, and the finalization of the video could be carried out more systematically, resulting in an informative and communicative profile video.

1. Concept

The concept stage served as the foundation for planning the profile video, determining its visual direction, target audience, and audiovisual communication approach. The Teaching Factory Coffee profile video of IPB Vocational School was designed as both an informational and promotional medium to introduce an industry-based coffee learning ecosystem that is integrated from upstream to downstream processes. In addition to presenting coffee production activities, the video aimed to highlight the implementation of sustainability and traceability concepts within the Teaching Factory environment.

The target audience included the general public, prospective students, industry partners, and academic stakeholders. Therefore, the audiovisual approach was designed using an informative concept combined with cinematic storytelling elements to deliver information in an engaging manner while maintaining its educational value. Close-up shots, medium shots, and detail shots were utilized to strengthen the representation of coffee production processes and create an emotional connection with the audience. Furthermore, the use of warm tones and earthy color palettes reinforced the visual identity of coffee as a natural and sustainable product. This visual approach helped establish a cinematic atmosphere while supporting the communication of sustainability values throughout the coffee production process. Developing the concept at the initial stage also contributed to maintaining visual consistency throughout the post-production process.

2. Design

The design stage involved developing the visual plan and video structure before the production and post-production processes were carried out. This stage aimed to ensure that all visual, audio, and narrative requirements were systematically planned, allowing both production and editing activities to proceed more effectively. Activities conducted during this stage included storyboard development, editing planning, motion graphics design, and the design of subtitles and informational text.

During the design stage, the scriptwriter created a storyboard as a visual guideline for both the production and post-production processes. The storyboard was developed based on the previously prepared voice-over script to ensure that each visual element corresponded closely with the narrative being delivered. The storyboard facilitated the filming process and assisted the editor in establishing visual continuity during editing. The storyboard consisted of several main components, including:

- a. Scene: Contains the sequence of scenes based on the video narrative structure.
- b. Shot: Describes the camera shot techniques used in each scene.
- c. Visual: Provides a description of the visual elements or activities displayed in the video.
- d. Framing and Camera: Explains image composition, camera angles, and camera movements.
- e. Durasi: Contains the estimated length of each scene.
- f. VO/Audio: Includes voice-over narration, sound effects, and other audio requirements.

- g. Notes: Provides additional technical instructions related to lighting, properties, and editing requirements.

Through the storyboard, the production process became more organized because each scene had been planned according to the required visual and narrative elements. In addition to facilitating the filming process, the storyboard also assisted the editor in establishing visual continuity, determining the editing rhythm, and synchronizing visuals with the voice-over during the post-production stage.

3. Material collecting

The material collecting stage is the initial phase of the offline editing process, which functions to gather, organize, and select all production materials before entering the video assembly stage. In the production of the Teaching Factory (TEFA) Coffee profile video for IPB Vocational School, this stage was carried out systematically to ensure that all visual and audio requirements were available and aligned with the narrative concept that had been previously designed. The availability and quality of production materials at this stage are important factors that influence the effectiveness of the post-production workflow and the overall quality of the editing results.

In the video post-production process, editing techniques are implemented through two main stages: offline editing and online editing. According to [Christopher J. Bowen in Grammar of the Edit \(2009\)](#), offline editing is the initial editing stage that focuses on constructing the story structure through the management and selection of footage before visual refinement is performed during the online editing stage. Bowen explains that the offline editing process includes acquisition, organization, review and selection, assembly, rough cut, fine cut, and picture lock. These stages are used to establish visual narrative continuity and assist editors in systematically developing the video structure.

Furthermore, [Sabatini et al. \(2025\)](#) explain that a non-linear editing system allows editors to manage footage more flexibly through the processes of footage selection, sequence arrangement, and visual rhythm adjustment before entering the finalization stage of video production. Based on this concept, the material collecting stage in this study focuses on the processes of acquisition, organization, and review and selection as the initial components of the video post-production workflow.

a. Acquisition

The acquisition stage was conducted to obtain primary footage that met the audiovisual narrative requirements of the profile video. The filming process focused on coffee production activities, the Teaching Factory environment, the 17 study programs of IPB Vocational School, and detailed coffee processing activities from upstream to downstream. The use of various shot types, including close-up shots, medium shots, and wide shots, helped create a more dynamic and informative visual storytelling experience. In addition to supporting visual requirements, the acquisition process also plays a crucial role in determining post-production quality, as high-quality footage facilitates editing, color grading, and the development of a coherent visual narrative. A well-planned footage acquisition process helps maintain visual consistency while supporting the representation of the IPB Vocational School Teaching Factory Coffee as a sustainable coffee industry-based learning ecosystem.

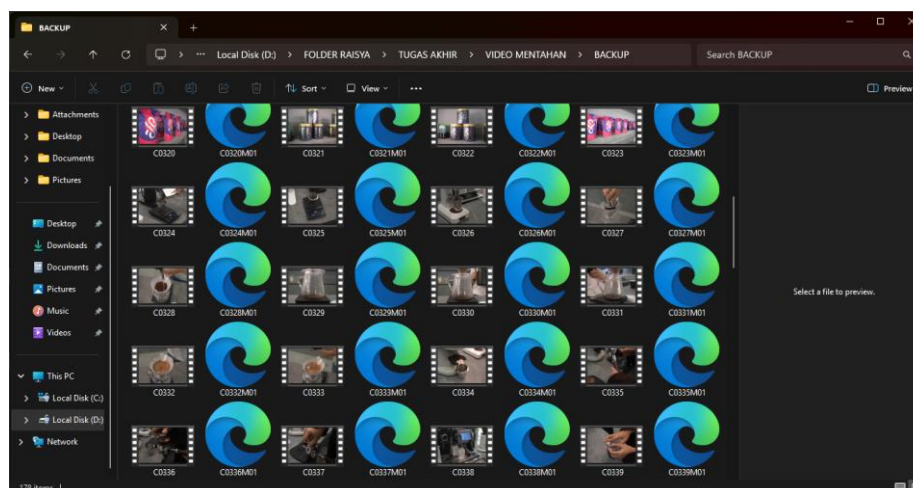


Figure 1. Stock Footage

b. Organization

The organization stage involves categorizing all multimedia assets based on scene categories, footage types, and the video's narrative structure. Files are organized systematically to facilitate efficient footage retrieval during the editing process. Well-structured asset management enhances the efficiency of the post-production workflow and minimizes errors in timeline assembly. Furthermore, the organization process helps maintain visual continuity between scenes, enabling the audiovisual narrative to be developed more effectively and cohesively.

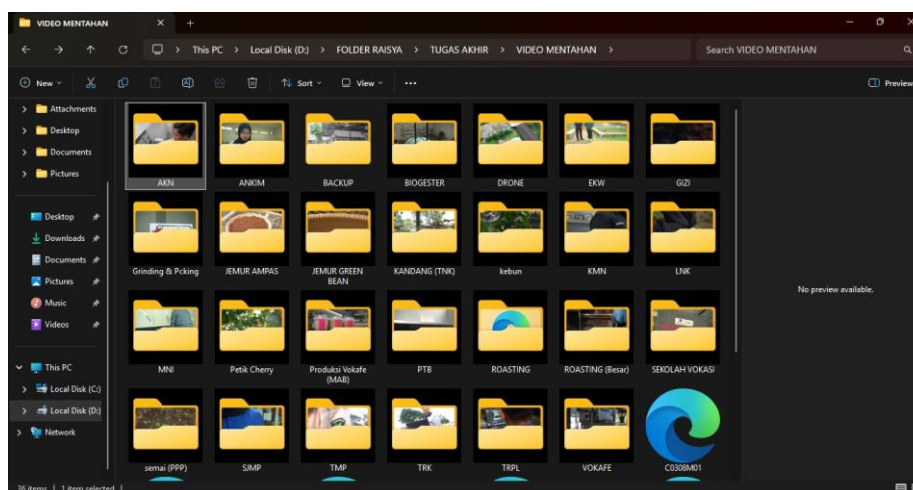


Figure 2. Project Scene Folder

c. Review and Selection

The review and selection stage is the process of examining and sorting all footage captured during the production phase before entering the editing stage. At this stage, the editor reviews all recorded footage to determine the most suitable shots for inclusion in the profile video.

The selection process is carried out based on visual quality, compatibility with the voice-over narration, and relevance to the video's storyline. The editor selects footage

with good composition, clear focus, appropriate lighting, and stable camera movements. In addition, footage that is less relevant, of poor quality, or does not support the main message of the video is eliminated. The footage review is conducted sequentially according to the script structure and the coffee production workflow, from upstream to downstream. This approach ensures that the selected visuals support narrative continuity and facilitate the timeline assembly process during the editing stage. Through this stage, the best footage can be identified and selected, making the editing process more focused, efficient, and aligned with the visual concept that was previously designed.

Scene	Shot	Ket.
Prodi GRT	- C0531 - C0536	
Drone Wilayah SV	Wilayah SV lingkungan SV	
Drone Kandang	- Kandang 1 - Kandang 2	
Drone Vokafe	- Vokafe 1 - Vokafe 2	
Grinding & Packing	- C0458 - C0459 - C0553 - C0557	
Jemur ampas kopi	- C0619 - C0622	
Jemur green bean	- C0630 - C0634	
Prodi TNE	- C0370 - C0371	
Kandang	- C0338 - C0368	

Scene	Shot	Ket.
Kebun Kopi	- C0358 - C0360 - C0367	
Prodi KMN	- C0408 - C0373 - C0575 - C0581 - C0584 - C0586	
Prodi LNK	- C0540 - C0547	
Prodi MNI	- C0391 - C0395 - C0405	- C0407 - C0404
Petik Cherry	- C0562 - C0565 - C0571	
Prodi MAB	- C0488 - C0488	
Prodi PTB	- C0640 - C0651	- C0653
Prodi PPP	- C0380	- C0658

Figure 3. Footage Sorting

4. Assembly

The assembly stage is the core of the video post-production process, as it is during this phase that all visual and audio elements are organized into a complete audiovisual narrative. The purpose of this stage is to combine various footage clips, audio recordings, voice-overs, background music, and graphic elements into a logical sequence based on the video concept that was previously designed. At this stage, the editor's role extends beyond arranging visual content; they are also responsible for establishing rhythm, emotion, and visual continuity to ensure that the intended message can be clearly understood by the audience.

In the production of the profile video for the Teaching Factory (TEFA) Coffee Program of IPB Vocational School, the assembly stage was carried out based on the voice-over script and storyboard developed during the pre-production phase. The visual sequence followed the narrative structure, beginning with an introduction to the Teaching Factory Coffee Program as an industry-based learning ecosystem involving 17 study programs within IPB Vocational School in an integrated production chain. The narrative then progressed to the coffee production process from upstream to downstream, the implementation of traceability systems, and the application of circular economy principles in coffee waste management.

During this stage, the editor imported the selected footage into the CapCut editing software and arranged it on the editing timeline. The footage was organized according to scene categories, such as coffee seedling cultivation, coffee production activities, packaging processes, student involvement, activities at VOKAFE, and documentation of coffee waste processing. In addition to the primary footage, supporting footage (B-roll) and detailed shots were incorporated to strengthen the visual representation of the narrative and maintain visual dynamics, preventing the video from appearing monotonous.

The assembly stage also played a crucial role in establishing visual continuity (continuity editing). The editor managed transitions between shots by considering movement direction, image composition, scene pacing, and synchronization between visuals and the voice-over. Furthermore, the editing pace was adjusted to match the rhythm of the background music and the intensity of the narration, creating a more dynamic and engaging viewing experience. Although the visual arrangement at the initial assembly stage remained relatively rough, this process served as the primary foundation for constructing the audiovisual narrative before proceeding to further refinement stages, such as fine cutting, color grading, audio editing, and motion graphic integration. Through the assembly stage, the editor was able to evaluate whether the visual structure effectively aligned with the communication objectives and storytelling concept intended for the Teaching Factory Coffee Program profile video of IPB Vocational School.

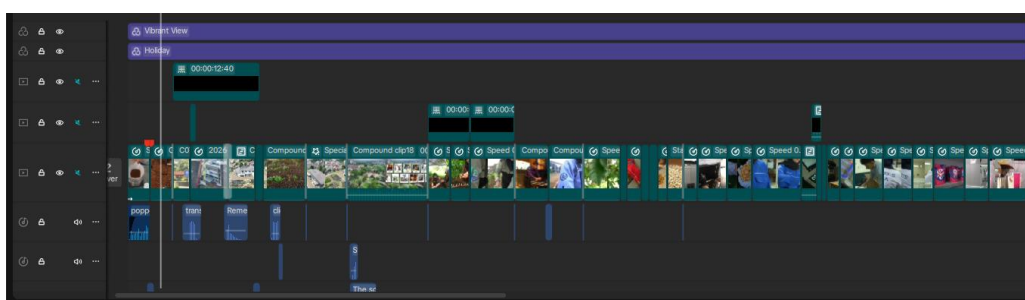


Figure 4. Footage Assembly

a. Rough Cut

The rough-cut stage involved arranging the selected footage on the timeline according to the storyboard structure and voice-over script. At this stage, the primary focus of editing was on establishing the basic narrative flow and maintaining visual continuity between scenes. The rough cut allowed the editor to evaluate visual coherence, scene transition pacing, and the suitability of the footage with the intended audiovisual narrative. This stage played a crucial role in developing the storytelling structure, ensuring that information about the coffee production process was presented in a logical sequence and was easy for the audience to understand.

b. Fine Cut

The fine cut stage was carried out to refine the rough cut by adjusting the editing rhythm, synchronizing audio elements, and improving visual transitions between scenes. This process aimed to enhance the viewing experience and maintain a consistent video pace, making the narrative more engaging and less monotonous. In addition, the

application of continuity editing helped maintain consistency in visual direction, scene transition rhythm, and inter-scene relationships, allowing the coffee production process to be presented more coherently and comprehensively. This technique demonstrates that visual consistency in the editing process plays a significant role in maintaining audience focus on the key information conveyed in the profile video.

c. Picture Lock

The picture lock stage was conducted once the visual structure and audiovisual narrative were considered fully aligned with the intended video concept. At this point, no further changes were made to the arrangement of the main footage, allowing the finishing process to focus on enhancing visual and audio quality. Implementing picture lock helped maintain editing consistency and facilitated subsequent processes such as color grading, audio mixing, motion graphics integration, and rendering. With the visual structure finalized, the finishing stage could be carried out more efficiently without disrupting the audiovisual narrative continuity that had been established in earlier stages.

d. Color Correction and Color Grading

The color correction stage was performed to improve the color quality of each footage clip, ensuring consistent lighting, contrast, and color balance throughout the video. Since the footage was captured under varying lighting conditions, some clips required adjustments to exposure, white balance, and saturation to achieve a uniform appearance when assembled within a single timeline.

Following the completion of color correction, the next stage was color grading. During this process, the editor applied a specific visual style to establish the atmosphere and visual identity of the video. The Teaching Factory Kopi profile video utilized a dominant warm-tone and earthy-color palette to create a visual identity that was both consistent and representative of the sustainability concept highlighted throughout the video. The use of these color tones not only enhanced the visual aesthetics but also created a more natural and cinematic audiovisual atmosphere, strengthening the audience's perception of IPB Vocational School's Teaching Factory Kopi as a learning environment centered on the sustainable coffee industry.



Figure 5. Before Color Correction and Color Grading



Figure 6. After Color Correction and Color Grading

e. Audio Editing and Sound Design

The audio editing stage was carried out to organize and balance all audio elements in the video to achieve clear and pleasant sound quality. This process included the editing of voice-over narration, background music, and ambient sounds recorded during the production process. The voice-over served as the primary medium for delivering information; therefore, the editor adjusted the volume, reduced background noise, and synchronized the narration with the visuals to ensure clarity and comprehensibility.

The background was selected from the cinematic inspirational genre to support the professional and educational atmosphere of the profile video. The use of cinematic music and ambient sound contributed to a more immersive audiovisual experience, enabling the video not only to convey information visually but also to create emotional engagement among viewers throughout the viewing process. The integration of audio elements such as coffee roasting activities, coffee grinding sounds, and environmental production sounds helped reinforce visual realism and enhance the storytelling quality of the profile video. The audio mixing process was conducted by balancing the voice-over, music, and ambient sounds to prevent overlap and interference among the audio components. Consequently, all audio elements worked harmoniously to support the delivery of the visual message.

f. Motion Graphics and Subtitles

Motion graphics were utilized to clarify technical information and strengthen the delivery of visual messages within the profile video. These motion graphics were presented in the form of animated text, visual icons, lower thirds, and visualizations of the coffee traceability process from upstream to downstream stages.

In addition to motion graphics, subtitles were added to improve the readability of the voice-over narration. The subtitles were designed using simple typography and colors that contrasted with the visual background to ensure readability without disrupting the main visual composition. The use of motion graphics and subtitles demonstrates that graphic-based information visualization can simplify technical concepts such as traceability and sustainability, allowing audiences to understand the information more effectively. The integration of graphic elements in the profile video not only served as a visual enhancement but also played an important role in improving the accessibility and clarity

of audiovisual information. These findings indicate that presenting complex information through a structured visual approach can help audiences understand the coffee production process more clearly and systematically.

g. Rendering and Finalization

The rendering and finalization stage constituted the final phase of video post-production before publication. At this stage, the editor exported the video using the H.264 format with an MP4 extension and 4K resolution 3840×2160 pixels to maintain optimal visual quality across various digital media platforms.

In addition to the horizontal version intended for YouTube, the video was also adapted into a vertical format for social media platforms such as Instagram Reels and TikTok. This format adjustment ensured that the video could be accessed and viewed optimally across different digital platforms. Before the final rendering process, the editor conducted a comprehensive review of the video, including audio synchronization, visual quality, subtitle readability, and the smoothness of transitions between scenes. The purpose of the finalization stage was to ensure that the completed video aligned with the audiovisual communication concept established from the beginning of the project. The final rendered video was subsequently utilized as an informational and promotional medium for the Teaching Factory Coffee Program of the IPB Vocational School through various social media channels and the institution's digital publication platforms.

5. Testing

The testing stage was conducted after the editing process was completed to evaluate the quality of the video before publication. The evaluation was carried out in collaboration with the academic supervisor, the Teaching Factory (TEFA) Coffee of IPB Vocational School, and PT Inti Gravfarm Indonesia to ensure that the video aligned with the intended concept and communication objectives. To ensure the evaluation was carried out objectively and systematically, a material and media feasibility evaluation questionnaire was used as the primary instrument. This questionnaire assessed aspects such as the accuracy of information content, clarity of visual presentation, appropriateness of audiovisual elements, and the effectiveness of the overall communication. In addition, in-depth interviews were conducted with evaluators to gather more detailed qualitative feedback on specific aspects of the video. This approach helped the team understand not only whether the video was considered feasible, but also why certain elements needed further improvement, ensuring that the criteria for determining video quality were clear and well-defined.

The evaluation focused on several aspects, including visual quality, audio quality, narrative continuity, and the accuracy of information delivery regarding sustainable coffee production and traceability. In terms of visual quality, the assessment examined color consistency, image stability, and the appropriateness of scene transitions. For audio quality, the evaluation included voice-over clarity, background music balance, audio synchronization, and noise reduction.

Based on the evaluation results, several revisions were implemented, including adjustments to scene duration, improvements in audio synchronization, refinements to motion graphics, subtitle adjustments, and enhancements to color grading in selected

footage to achieve greater visual consistency. The testing stage served as the final validation process to ensure that the profile video met technical quality standards and effectively conveyed audiovisual messages before proceeding to the distribution stage.

6. Distribution

The distribution stage was the final phase after the profile video had been completed and had undergone evaluation and revision processes. During this stage, the final rendering was performed in MP4 format using the H.264 codec with a 4K resolution of 3840×2160 pixels to maintain optimal visual quality across various digital platforms. The video was then adapted into multiple aspect ratios based on publication requirements, including a horizontal format for YouTube and a vertical format for Instagram Reels and TikTok. Additionally, file size compression was carried out to optimize the uploading process without significantly reducing video quality.

The final profile video was delivered to the Teaching Factory (TEFA) Coffee of IPB Vocational School as an informational and promotional medium for the institution. The video was also published through the official social media channels of IPB Vocational School to expand public outreach and strengthen the image of TEFA Coffee as a professional, innovative, and sustainable industry-based learning ecosystem.

3.2. Evaluation of MDLC Implementation in Video Post-Production

The implementation of the Multimedia Development Life Cycle (MDLC) method in the post-production process of the Teaching Factory Coffee IPB Vocational School profile video demonstrated that the method effectively supported a more systematic and structured editing workflow. Each stage of the MDLC provided a clear framework, enabling footage management, audiovisual narrative development, and video finalization to be carried out more efficiently. The structured workflow also assisted editors in maintaining visual consistency, audio synchronization, and narrative continuity throughout the post-production process.

Based on the evaluation conducted with the academic supervisor, the Teaching Factory Coffee IPB Vocational School, and PT Inti Gravfarm Indonesia, the profile video was considered successful in communicating information about coffee production processes, sustainability concepts, and the traceability system in a more engaging and easily understandable manner. The evaluation focused on several key aspects of video post-production, including:

Tabel 1. Results of MDLC Implementation Evaluation in Video Post-Production.

Evaluation Aspect	Evaluation Results	Follow up Actions
Visual quality	The color composition and lighting appear fairly consistent throughout most of the footage.	Color grading was refined in several scenes with varying lighting conditions.
Audio	The voice over sounds clear and is well synchronized with the visuals.	Volume balance adjustments and noise reduction were applied.

Evaluation Aspect	Evaluation Results	Follow up Actions
Motion graphics	Information regarding the production process and traceability is easier to understand.	The animation duration and graphic element placement were further refined.
Subtile	The text is sufficiently readable across various scenes.	The subtitle size, position, and text contrast were adjusted.
Storyline	The audiovisual narrative is well structured and easy to follow.	The pacing of several transitions was adjusted to create a more stable video rhythm.
Visual transition	Scene transitions appear smooth and cohesive.	Transition synchronization with the music and sound effects was further improved.
Visual concept suitability	The color tone and visual elements effectively support the identity of sustainable coffee.	The use of warm tones and earthy colors was further optimized.

The evaluation results indicate that the implementation of the Multimedia Development Life Cycle (MDLC) method contributed to a more organized video post-production process and facilitated editors in managing various audiovisual elements. The systematic workflow helped maintain visual consistency, audio synchronization, and narrative continuity, enabling information regarding coffee sustainability and traceability to be communicated more effectively and comprehensibly to the audience. In addition to supporting the technical aspects of post-production, the application of MDLC also enhanced the effectiveness of audiovisual communication through the integration of audiovisual elements and storytelling techniques. The use of motion graphics and subtitles simplified technical information related to coffee production processes and traceability, while continuity editing, color grading, and audio mixing contributed to creating a more engaging and dynamic audiovisual experience for viewers.

The findings of this study support audiovisual communication theories, which suggest that the integration of visual and auditory elements can improve the effectiveness of multimedia message delivery through a combination of images, sound, and narrative that complement one another (Mayer, 2009; Bordwell & Thompson, 2013). Furthermore, the implementation of a non-linear editing workflow within the MDLC framework demonstrates that structured media management enables editors to maintain flexibility in constructing audiovisual narratives without compromising the visual consistency of the video (Dancyger, 2018; Murch, 2001).

The results of this study indicate that the MDLC method functions not only as a technical framework for multimedia development but also contributes to the effectiveness of audiovisual communication in institutional profile videos. A structured workflow assists editors in producing videos that are more informative, communicative, and representative as

promotional media for the Teaching Factory Coffee Program of IPB Vocational School. Nevertheless, this study has limitations regarding audience evaluation, as the video testing was conducted only among internal stakeholders of the Teaching Factory Coffee Program. Therefore, future research may employ quantitative audience-based evaluations involving broader participant groups to measure the effectiveness of profile videos more comprehensively.

4. CONCLUSION

Through the stages of concept, design, material collecting, assembly, testing, and distribution, the MDLC method facilitated a more structured post-production process, simplifying footage management, audiovisual narrative development, and video finalization. The findings demonstrate that the implementation of non-linear editing, continuity editing, motion graphics, color grading, and the integration of visual and audio elements enhanced the quality of audiovisual communication in the profile video. Furthermore, the cinematic storytelling approach helped communicate information regarding coffee sustainability and traceability in a manner that was more engaging, communicative, and easier for audiences to understand.

Based on the evaluation results, the resulting profile video was considered capable of representing the identity of the Teaching Factory Coffee Program of IPB Vocational School as an integrated industry-based coffee learning environment with a strong commitment to sustainability. Therefore, the MDLC method can be regarded as an effective approach for developing multimedia-based institutional promotional media that is informative, communicative, and representative.

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