

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Internship Program**

Internship programs are widely recognized as an essential component of higher education that facilitates experiential learning for university students. Through internships, students are provided with structured opportunities to apply theoretical knowledge in real workplace settings, enabling them to engage directly with professional practices and organizational cultures (Shivalingappa, 2025). Experiential learning theory emphasizes learning through concrete experience, reflection, and active participation, all of which are embedded in well-designed internship programs. In the Indonesian higher education context, internships have been increasingly formalized as part of curriculum-based learning to strengthen students practical competencies. Research indicates that internship participation significantly contributes to the development of soft skills such as communication, adaptability, and problem-solving. Therefore, internships function not merely as work exposure but as an intentional educational strategy that bridges academic learning and professional demands (Nurhayati et al., 2025).

From an educational perspective, internship programs support students holistic development by integrating cognitive, affective, and behavioral learning domains. Students are required to adapt to workplace norms, follow professional ethics, and collaborate with diverse individuals, which enhances their social and emotional learning. Studies conducted in Indonesian universities show that internship experiences positively influence students work readiness and professional confidence. These programs also encourage reflective learning, where students evaluate their performance and learning outcomes throughout the internship period. By engaging in authentic work tasks, students gain a clearer understanding of industry expectations and career pathways. Consequently, internships are considered seen as a crucial medium for

preparing students to transition from academic environments to the world of work (Fauzan et al., 2023).

In addition, internship programs play a strategic role in aligning higher education outcomes with labor market needs. Universities utilize internships to ensure that graduates possess relevant competencies that correspond to current industry demands. This alignment is particularly important in the context of globalization, where graduates are expected to demonstrate intercultural awareness and professional adaptability. Internship programs also foster partnerships between educational institutions and industries, creating mutual benefits for both parties. For students, such programs offer valuable exposure to real-world challenges that cannot be fully replicated in classroom settings. Thus, internship programs provide valuable experiential learning opportunities that strengthen students employability, support practical skill development, and prepare them for future professional careers. ( Li et al., 2026).

## **2.2 Cross-Cultural Adaptation in International Internship**

Cross-cultural adaptation is a crucial aspect of international internship programs, as students are required to adjust to new cultural norms, communication styles, and workplace expectations. For university students participating in overseas internships, cultural differences often influence their professional performance and psychological well-being. Research indicates that adaptation processes involve continuous learning through direct interaction within a foreign social and organizational environment. Students must negotiate unfamiliar values, behavioral standards, and institutional cultures while maintaining their own cultural identity. This adaptive process enables interns to develop intercultural competence and flexibility in professional contexts. Consequently, cross-cultural adaptation becomes an integral learning outcome of international internship experiences (Wardah & Sahbani, 2020).

In the context of international internships, cross-cultural adaptation is closely related to communication competence and social integration in the host country. Students who are able to understand and respond appropriately to cultural differences tend to experience lower levels of culture shock and workplace conflict. Effective intercultural communication supports students in building professional relationships with supervisors and colleagues. Studies on international internship programs demonstrate that exposure to multicultural work environments enhances students awareness of cultural diversity and global work ethics. This experience also strengthens soft skills such as empathy, tolerance, and adaptability. Therefore, cross-cultural adaptation functions not only as a coping mechanism but also as a form of experiential learning (Putri & Pratiwi, 2025).

Furthermore, successful cross-cultural adaptation during international internships contributes to students personal and academic development. Adaptation challenges encourage students to reflect on their own cultural assumptions and professional behavior. Through daily interactions and problem-solving in a foreign context, interns gradually develop resilience and cultural sensitivity. These competencies are particularly valuable for students preparing for careers in international or multicultural settings. The adaptation process also helps students transform challenges related to culture, language, and social integration into meaningful learning experiences. Therefore, cross-cultural adaptation can be considered an important aspect that enhances the educational value of international internship programs (Mustakim et al., 2024).

### **2.3. Documentary Film**

Documentary film is a non-fiction audiovisual medium that represents real events, social phenomena, and human experiences based on factual conditions rather than fictional construction. It emphasizes authenticity by capturing reality through actual footage, real participants, and contextual narratives that reflect everyday life. In

educational and social research contexts, documentary films function as an interpretive medium that conveys knowledge through visual evidence and lived experiences. This characteristic allows documentaries to present complex realities in a more concrete and engaging manner compared to purely textual explanations. As a result, documentary films are widely used to document social issues, cultural practices, and human interactions in a realistic framework. Nenoliu et al. (2020) emphasize that documentary films portray real-life situations creatively while maintaining factual accuracy, making them suitable for educational and analytical purposes.

From a pedagogical and communicative perspective, documentary films support deeper understanding by combining visual imagery, narration, and sound to contextualize information. This multimodal approach helps audiences interpret social realities more effectively, especially when dealing with abstract or unfamiliar experiences. Documentary films also encourage reflection and critical thinking because viewers are exposed directly to real-world conditions and testimonies. In academic settings, documentaries are often employed as learning media to bridge theory and practice by presenting empirical realities. Research by Sofiyah et al. (2023) demonstrates that documentary films are effective as educational media because they enhance audience engagement and comprehension of real phenomena. Therefore, documentaries function not only as artistic products but also as tools for knowledge dissemination.

In the context of this study, documentary film serves as an appropriate medium to document the internship experiences of Indonesian university students in Japan. The use of documentary format enables the presentation of authentic workplace environments, cultural interactions, and personal narratives in a coherent visual structure. By relying on real testimonies and actual settings, the documentary avoids idealized representations and offers a balanced portrayal of internship realities. This approach aligns with the objective of providing realistic references for prospective

interns. Furthermore, documentary film allows emotional and experiential dimensions to be communicated more effectively than written reports alone. Consequently, documentary film is positioned as a relevant and credible medium for documenting international internship experiences in this research.

## **2.4 Film Production**

Film production is a structured process that organizes creative and technical activities into systematic stages to produce an audiovisual work. In documentary film making, this process is essential to ensure that real life experiences are presented coherently and responsibly. Film production generally consists of several interconnected stages that guide the transformation of ideas into a finished documentary. These stages function not as separate activities but as a continuous workflow that supports narrative clarity and technical quality. In academic and educational contexts, film production is also viewed as a methodological framework for visual documentation. Therefore, understanding film production as a structured process is fundamental in creating a short documentary film (Setyaningsih & Rosilawati, 2022).

The general stages of film production are commonly divided into pre-production, production, and post-production. Together, these stages operate as an integrated system that ensures the effectiveness of documentary film creation (Setyaningsih & Rosilawati, 2022). In the context of documentary film as an educational and social medium, the structured production stages support both accuracy and meaning-making. Each stage contributes to how reality is represented and communicated to the audience. A well-organized production process allows documentary films to function as tools for social representation and educational communication. Research indicates that documentary films produced through systematic stages are more effective in conveying messages and experiences authentically. This structured approach also strengthens the credibility of documentary

films as research-based outputs. Consequently, the integration of pre-production, production, and post-production stages forms a solid foundation for creating a short documentary film with academic and educational value (Putra et al., 2025).

#### **2.4.1 Pre-Production**

Pre-production is the first stage in film production that focuses on planning and preparation before the filming process begins. In documentary filmmaking, this stage is very important because it determines the direction, purpose, structure, and overall concept of the film. During pre-production, the filmmaker develops the main idea, decides the topic, identifies the subject, conducts initial research, and determines the main message that should be delivered to the audience. This stage also includes arranging the production schedule, selecting shooting locations, preparing interview questions, identifying potential interviewees, and planning the visual style of the documentary. In addition, the filmmaker needs to prepare technical and production needs, such as cameras, audio equipment, lighting, crew responsibilities, budget, transportation, location permits, consent from participants, and backup plans in case unexpected situations occur during filming (Dinata & Pratama, 2023). In documentary filmmaking, ethical considerations are also important because the film presents real people, real experiences, and real-life situations.

Therefore, the filmmaker must ensure that the story is presented clearly, responsibly, and respectfully. This can be done by respecting the participants privacy, obtaining their consent, and avoiding any misleading representation of their experiences. Careful ethical planning also helps build trust between the filmmaker and the participants, so the documentary can present real stories in a more honest and meaningful way (Munir et al., 2025). A strong pre-production process can make the production stage more organized because the filmmaker already has a clear concept, shooting plan, interview direction, and narrative structure.

### **2.4.2 Production**

The production stage represents the execution phase in documentary filmmaking, where all conceptual and technical plans are realized through direct field activities. At this stage, the filmmaking team conducts video recording, audio capturing, and interviews based on the interview questions prepared during the pre-production stage. Production functions as the core process in which ideas are transformed into tangible visual and auditory materials. According to A. M. Munir et al. (2025), production is defined as the implementation of planned shooting activities that require coordination, discipline, and technical readiness. In documentary practice, production emphasizes authenticity, spontaneity, and responsiveness to real situations. Therefore, this stage demands strong adaptability from the filmmaker in responding to unpredictable field conditions.

In documentary film production, execution does not merely involve operating cameras, but also managing interaction with subjects and environments. The filmmaker must ensure that visual composition, sound clarity, and narrative continuity are maintained during the shooting process. Research by Latief et al. (2025) highlights that production is physically and mentally demanding because it requires sustained focus and teamwork under time and situational constraints. Each crew member performs specific roles to ensure that the recording process runs effectively. In small-scale documentary projects, production may involve a limited crew or even a single filmmaker handling multiple tasks. Despite these limitations, execution quality remains a decisive factor in shaping the final documentary output.

Furthermore, the production stage serves as the primary moment for capturing genuine experiences and real-life dynamics. In documentary films, excessive staging is avoided to preserve the natural flow of events and participant expressions. A. M. Munir et al. (2025) emphasizes that production should prioritize realism over aesthetic manipulation, especially in socially grounded documentaries. The execution process

requires ethical awareness to respect participants and contextual sensitivity. Technical decisions made during production directly influence the effectiveness of the storytelling. As a result, production acts as the central bridge between conceptual planning and post-production refinement.

#### **2.4.2.1 Shooting Angle (Camera Angle)**

Shooting angle, also known as camera angle, refers to the position and perspective of the camera in capturing a subject within a frame. It plays a crucial role in shaping audience perception, conveying meaning, and emphasizing emotional or psychological aspects of a scene. In documentary filmmaking, the selection of camera angles is not only a technical decision but also a narrative strategy, as it influences how reality is represented and interpreted by viewers. The use of appropriate camera angles can strengthen visual storytelling and support the delivery of messages in audiovisual media (Rosa et al., 2026). The dimensions of shooting angle can be classified as follows:

##### **a) Eye Level Angle**

Eye level angle is the most neutral and commonly used camera angle, where the camera is positioned at the same height as the subject's eyes. This angle creates a sense of realism and equality, allowing the audience to perceive the subject without bias or manipulation. In documentary films, eye level shots are often used in interviews to establish credibility and authenticity, as they present the subject in a natural and relatable manner.

##### **b) High Angle**

A high angle shot is achieved when the camera is positioned above the subject, looking downward. This angle tends to make the subject appear smaller, weaker, or less powerful. In documentary contexts, high angle shots can be used to subtly communicate vulnerability or marginalization, especially when

portraying individuals in challenging situations. It can also provide a broader contextual view of the environment surrounding the subject.

c) Low Angle

Low angle shots are taken from below the subject, with the camera pointing upward. This perspective often gives the impression of dominance, strength, or authority. In documentary filmmaking, low angle shots may be used to emphasize the importance or influence of a subject, such as a leader, expert, or central figure in the narrative.

d) Bird's Eye View (Overhead Angle)

Bird's eye view is an extreme high angle shot taken directly above the subject. This angle provides a comprehensive and detached perspective, allowing viewers to observe patterns, movements, or spatial relationships within a scene. In documentaries, it is useful for illustrating geographical context, crowd dynamics, or environmental conditions.

e) Worm's Eye View (Extreme Low Angle)

Worm's eye view is an extreme low angle shot taken from ground level, looking up at the subject. This angle exaggerates scale and can create a dramatic or symbolic effect. In documentary films, it is less commonly used but can be effective in emphasizing grandeur, structure, or visual emphasis on objects or environments.

#### **2.4.2.2 Composition**

Composition refers to the arrangement of visual elements within a frame to create a balanced, meaningful, and aesthetically effective image. In filmmaking, particularly in documentary production, composition is essential because it determines how information is visually structured and how audiences interpret the scene. Through proper composition, filmmakers can guide viewers attention, emphasize important

subjects, and create visual harmony that supports the narrative message. The use of composition techniques helps enhance clarity, emotional engagement, and storytelling effectiveness in audiovisual media (Thamrin, 2025). The dimensions of composition can be classified as follows:

a) Rule of Thirds

The rule of thirds is a fundamental composition technique that divides the frame into nine equal parts using two horizontal and two vertical lines. The main subject is placed along these lines or at their intersections to create a balanced and visually appealing image. In documentary filmmaking, this technique is commonly used to make shots more dynamic and natural, while also directing the audience's focus to key elements in the scene.

b) Framing

Framing refers to the use of elements within the scene, such as windows, doors, or natural surroundings, to "frame" the subject. This technique helps isolate the subject and draw the viewer's attention more clearly. In documentaries, framing can also add context and depth by showing the subject within their environment, reinforcing the narrative significance.

c) Leading Lines

Leading lines are visual lines within a frame that guide the viewer's eyes toward a specific subject or focal point. These lines can be roads, paths, buildings, or any directional elements. In documentary films, leading lines are useful for emphasizing movement, direction, or the relationship between subjects and their surroundings.

d) Balance

Balance in composition refers to the distribution of visual weight within a frame. It can be symmetrical or asymmetrical, depending on how elements are

arranged. A well-balanced composition creates visual stability and comfort, while an unbalanced composition can evoke tension or focus attention on a particular area. In documentary filmmaking, balance is important to maintain clarity without distracting the audience.

e) Depth and Perspective

Depth and perspective involve creating a sense of three-dimensional space within a two-dimensional frame. This can be achieved by arranging elements in the foreground, middle ground, and background. In documentary films, depth enhances realism and immersion, allowing viewers to better understand the spatial context of the scene.

### **2.4.2.3 Type of Shoot**

Type of shot refers to the classification of camera framing based on the distance between the camera and the subject. It is a fundamental element in cinematography that determines how much of the subject and surrounding environment is visible within a frame. In documentary filmmaking, the selection of shot types is essential because it influences how information is delivered, how emotions are conveyed, and how audiences connect with the subject. Different types of shots serve different narrative purposes, ranging from providing contextual information to capturing detailed expressions. The appropriate use of shot types can enhance visual storytelling and improve the clarity of the message conveyed in audiovisual media (Retno & Darma, 2024). The dimensions of type of shot can be classified as follows:

a) Extreme Long Shot (ELS)

Extreme long shot shows a very wide view of the scene, where the subject appears very small compared to the surrounding environment. This shot is commonly used to establish location, setting, and context. In documentary films,

extreme long shots are useful for introducing geographical conditions, social environments, or large-scale activities.

b) Long Shot (LS)

Long shot captures the subject's full body along with a significant portion of the background. This shot provides a balance between subject and environment, allowing viewers to understand the subject's actions within a specific context. In documentaries, long shots are often used to show daily activities or interactions between subjects and their surroundings.

c) Medium Shot (MS)

Medium shot frames the subject from the waist up. It is commonly used to focus on the subject while still maintaining some background context. In documentary filmmaking, medium shots are frequently used in interviews because they provide a clear view of gestures and body language while maintaining a natural composition.

d) Close-Up (CU)

Close-up shot focuses on a specific part of the subject, usually the face. This shot emphasizes facial expressions and emotional details, making it highly effective for conveying feelings and personal experiences. In documentaries, close-ups are important for creating emotional engagement and highlighting key moments in storytelling.

e) Extreme Close-Up (ECU)

Extreme close-up captures a very small detail of the subject, such as eyes, hands, or objects. This shot is used to draw attention to specific details that carry symbolic or narrative significance. In documentary films, extreme close-ups can be used to emphasize emotions, reactions, or important elements that might otherwise be overlooked.

#### 2.4.2.4 Camera Movement

Camera movement refers to the physical motion of the camera during shooting to capture a scene dynamically. It is an essential cinematographic technique that adds visual variation, enhances storytelling, and guides audience attention. In documentary filmmaking, camera movement is not only used for aesthetic purposes but also to follow real-life actions, capture spontaneous moments, and provide a more immersive viewing experience. The appropriate use of camera movement can strengthen narrative flow and help convey emotions, transitions, and spatial relationships more effectively (Muzakki & Adiprabowo, 2025). The dimensions of camera movement can be classified as follows:

a) Pan

Pan is a horizontal movement of the camera from left to right or vice versa while the camera remains fixed on its axis. This movement is commonly used to follow subjects, reveal new information within a scene, or show the relationship between different elements. In documentary films, panning is often used to capture real-time activities and expand the viewer's field of vision.

b) Tilt

Tilt is a vertical movement of the camera, either upward or downward, while maintaining a fixed position. This movement is useful for showing height, scale, or vertical relationships between objects. In documentaries, tilt shots are often used to introduce subjects or emphasize the physical structure of environments such as buildings or natural landscapes.

c) Dolly (Tracking Shot)

Dolly, also known as a tracking shot, involves moving the entire camera forward, backward, or alongside the subject. This movement creates a sense of depth and immersion, allowing viewers to feel as if they are part of the scene.

In documentary filmmaking, dolly shots are effective for following subjects in motion or exploring environments in a more engaging way.

d) Zoom

Zoom is a movement that changes the focal length of the lens to make the subject appear closer (zoom in) or farther away (zoom out) without physically moving the camera. This technique is often used to direct attention or highlight specific details. In documentaries, zoom is useful for capturing spontaneous moments when physical repositioning of the camera is not possible.

e) Handheld Movement

Handheld movement refers to operating the camera manually without stabilization tools, resulting in natural, sometimes shaky motion. This technique is commonly used in documentary films to create a sense of realism, immediacy, and authenticity. It allows filmmakers to respond quickly to unpredictable situations and capture events as they unfold.

### **2.4.3 Post-Production**

Post-production is the stage in documentary filmmaking where recorded materials are reviewed, organized, and refined to create a coherent and meaningful audiovisual narrative. This stage begins with reviewing and selecting the recorded footage, followed by rough-cut editing to identify the most relevant content and establish the basic structure of the documentary. Based on the selected footage, the storyline, script, and storyboard are developed to guide the final arrangement of visual and audio elements. The process then continues with final video editing, audio adjustment, color grading, and subtitling, which collectively enhance the clarity and quality of the film. Editing functions to organize footage into a logical sequence that reflects the intended storyline and research objectives. Audio adjustment ensures that dialogue, narration, and ambient sound are balanced and clearly audible. Color grading

is applied to achieve visual consistency and improve the overall aesthetic quality of the documentary. Through these processes, post-production transforms raw footage into a structured and communicative film product (Latief et al., 2025).

One important component of post-production in documentary films is subtitling, particularly when the film is intended for a wider and international audience. English subtitles are used to improve accessibility and comprehension for viewers who do not understand the original spoken language. Subtitling also supports the documentary's educational function by making its content more inclusive and widely usable. In this study, subtitles are not treated merely as translations but as integral elements of audiovisual communication. Accurate and well-timed subtitles help maintain narrative flow and viewer engagement. Therefore, the subtitling process must follow clear technical and linguistic standards to ensure effectiveness.

## **2.5 YouTube**

YouTube is widely recognized as a digital platform that facilitates the distribution of audiovisual content to a global audience. As a video-sharing platform, YouTube enables creators to publish, store, and disseminate video content without the limitations of conventional broadcasting media. Its accessibility and user-friendly interface allow audiences to access content anytime and from various devices. In the context of documentary films, YouTube serves as an effective medium for reaching diverse viewers beyond academic or institutional boundaries. Research indicates that YouTube supports the dissemination of educational and social content due to its wide reach and interactive features. Therefore, YouTube is considered a strategic platform for distributing short documentary films to broader audiences (Rachman et al., 2024).

From an educational perspective, YouTube functions not only as an entertainment platform but also as a learning and information-sharing medium. Many studies highlight YouTube's potential in supporting informal and self-directed learning

through audiovisual materials. Documentary films uploaded to YouTube can be accessed repeatedly, allowing viewers to reflect on the content at their own pace. In addition, features such as subtitles, descriptions, and comment sections enhance audience engagement and comprehension. According to Cholik et al. (2023), YouTube-based audiovisual content is effective in conveying real-life experiences and social issues in an engaging manner. As a result, YouTube strengthens the documentary's role as an educational resource rather than a one-time viewing product.

In this study, YouTube is selected as the distribution platform to maximize accessibility and impact of the short documentary film. The platform allows the documentary to reach prospective interns, students, and academic communities without geographical restrictions. YouTube also supports the inclusion of English subtitles, which broadens the audience and enhances cross-cultural accessibility. Furthermore, YouTube provides measurable feedback such as view counts and audience responses, which can indicate audience reach and engagement. These features align with the research objective of disseminating authentic internship experiences effectively. Consequently, YouTube functions as a practical and relevant distribution platform for sharing documentary-based research outputs (Cholik et al., 2023; Rachman et al., 2024).

## **2.6 Previous Studies**

This section presents a review of selected previous studies that are relevant to the themes of international internships, cross-cultural adaptation, and documentary film production. These studies were selected based on their conceptual and methodological relevance to the present research. The first study was conducted by Magriyanti and Rasminto (2020), which examined the academic culture barriers faced by English Department students participating in international internship programs in Thailand. Using a qualitative approach, the study found that students experienced various challenges related to cultural differences, adaptation, and limited preparation before departure. The findings highlighted the importance of providing adequate information

and preparation for students before joining international internship programs. This study contributes to the present research by demonstrating the need for accessible information regarding internship experiences abroad. Therefore, it supports the development of *Step Away from Home* as an informational medium that helps prospective interns understand the realities of living and working in a foreign country before departure.

The second study was conducted by Muharam et al. (2026), which investigated the utilization of documentary films as information media for profiles and expertise competencies in higher education. Using documentary film as the primary medium, the study concluded that documentaries effectively function as informative, educational, and persuasive communication tools. The findings showed that documentary films can present factual information through visual evidence while increasing audience understanding and engagement. This study contributes to the present research by providing evidence that documentary film is an effective medium for delivering information and representing real experiences. The findings support the use of documentary film in this study as a medium for presenting internship experiences in Japan in an engaging and informative manner.

The third study was conducted by Al Rasyid and Dhaifullah (2024) through the production of *Beyond the Waves: Video Dokumenter Diaspora Jepang di Semarang*. The study focused on documenting the experiences of Japanese diaspora communities living in Semarang through interviews and audiovisual storytelling. The documentary successfully presented cross-cultural experiences and cultural adaptation from the perspective of individuals living in a foreign cultural environment. In addition, the study provided practical insights into documentary production and post-production processes. This study contributes to the present research by serving as a reference for documentary structure, interview presentation, and audiovisual storytelling techniques.

It also demonstrates how documentary films can effectively communicate cross-cultural experiences through factual narratives.

Although these previous studies provide important insights regarding international internships, cultural adaptation, and documentary filmmaking, a research gap still exists. Previous studies mainly focused on cultural barriers in internship programs, the role of documentary films as informational media, or the experiences of diaspora communities. However, none of them specifically developed a documentary film that documents the internship experiences of Indonesian university students in Japan through a Research and Development (R&D) approach. Therefore, this study offers novelty by developing *Step Away from Home*, a short documentary film that presents authentic internship experiences, cultural adaptation, workplace challenges, and career opportunities while simultaneously functioning as a research-based educational product for prospective internship participants.