

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study concludes that the process of producing a series of airport vocabulary videos intended for new employees and interns (OJT participants) was carried out through three main stages: pre-production, production, and post-production. In the pre-production stage, the researcher was involved in developing the script and storyboard, which served as the foundation for the video content. The researcher also acted as the main talent during the production stage and played an active role in the filming process after obtaining permission to use the vocational studio at Diponegoro University. This study employed the Research and Development (R&D) method as outlined by Sugiyono (2023), which emphasizes systematic procedures in developing and validating educational products.

In the post-production stage, video editing and subtitling were carried out with the help of an animator to ensure that the final visuals met the learning objectives, and for subtitling, the researcher also participated in the creation of subtitles for a video teaching airport vocabulary. The final product, an animated video, received positive responses from stakeholders, with an average score of 3.56 (SA) —exceeding the feasibility threshold of 3.25, which indicates a high level of acceptance.

Overall, the study concludes that the animated vocabulary conversation video proved to be effective as a training medium in the context of customer service and represents a strategic investment with the potential to improve service quality and support long-term operational success.

5.2 Suggestion

In this study, the resulting product still has several limitations and shortcomings that need to be addressed. Therefore, better preparation is required prior to the production process, including structured scheduling, efficient budget

management, and optimal coordination—especially when collaborating with external parties. Based on the findings of this research, the researcher recommends that future development of learning videos should include a broader range of material. The content should not be limited to vocabulary related to departure and arrival areas but also include more specific terms used in the airside and landside areas, as well as various examples of other operational situations within the airport environment. This expansion is expected to provide a more comprehensive and contextual learning experience for users.

In addition, it is recommended to include interactive features such as quizzes or practical exercises to increase student engagement and motivation. The researchers hope that this product can inspire future research in the development of animation-based learning media, both in the aviation industry and in other sectors.