

CHAPTER III METHODOLOGY

3.1 Research Methodology

This study uses the Research and Development (R&D) approach, focusing on the post-production process of the short film “9 Reasons I Didn’t Believe in Us”. The R&D approach was chosen because this study not only produces a film as the final product, but also explains the development process in a systematic way (Gall et al., 2007). The model used in this study is ADDIE, which consists of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009).

In the Analysis stage, the researcher identified audience needs and preferences related to film content and viewing experience. The Design stage focused on planning the storyline, visual concept, and production workflow. The Development stage became the main focus of this study, where the production shooting process and post-production process was carried out through editing, sound design, color grading, subtitle translation, and rendering. After the film was completed, the Implementation stage was conducted by publishing the film through YouTube and distributing it to the target audience. Finally, the Evaluation stage was carried out through audience feedback collected using questionnaires.

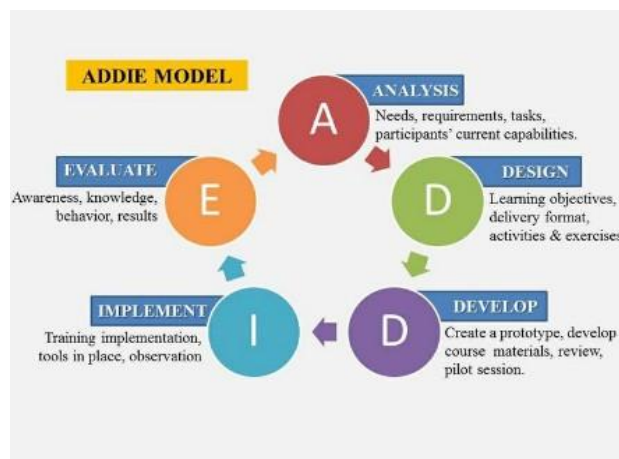


Figure 3.1 Flowchart of the ADDIE Model

(www.mungfali.com)

The diagram above shows the stages of the ADDIE model used in this research to guide the development of the post-production process of the short film “9 Reasons I Didn’t Believe in Us”.

Through this approach, post-production is viewed not only as a technical process but also as a creative and research process. Decisions related to editing, audio, subtitles, and color grading were made based on narrative needs and audience considerations. Therefore, the ADDIE model helped the researcher organize the development process more systematically and evaluate the final product at each stage.

3.2 Research and Development Project

This study uses the ADDIE model developed by Branch (2009), which consists of Analysis, Design, Development, Implementation, and Evaluation. The model is used as a systematic framework to guide the development of the short film “9 Reasons I Didn’t Believe in Us”. Through this model, the researcher is able to organize the filmmaking process systematically, starting from identifying audience needs and story concepts, continuing through pre-production, production, and post-production activities, and ending with implementation and evaluation of the final film product.

1. Analysis; The analysis stage was conducted to identify audience needs and determine the story concept of the short film. At this stage, the researcher carried out observations and distributed questionnaires to Applied Foreign Language students as the target audience. The questionnaire used in the analysis stage was designed to identify the characteristics, preferences, and needs of the target audience. It consisted of three sections. The first section collected respondents' demographic information and their habits related to visiting public spaces and using social media. The second section contained multiple-choice questions to identify respondents' information-seeking behavior. The third section used a four-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) to measure respondents' perceptions regarding urban tourism, study spaces, social

media, and the use of short films as a promotional medium.

A. Respondent Profile and Visiting Habits

1. How often do you visit hangout places or public spaces in Semarang?

B. Information-Seeking Behavior (Multiple Choice)

1. Are you active on social media to search for information about hangout places or destinations in Semarang?
2. Which social media platform do you most frequently use to search for place recommendations?

C. Audience Perceptions (20 Statements of 4-Point Likert Scale)

1. Semarang has enough public spaces that support students' activities and lifestyles.
2. Tourism in Semarang is not only about historical buildings but also about social experiences and interactions.
3. Semarang has not been represented in an interesting way through short movies.
4. I need more comfortable study spaces outside campus.
5. I am interested in trying new places to study or work on assignments.
6. The atmosphere of a place (aesthetics, comfort, and ambience) affects my productivity.
7. I am usually more productive when working on assignments outside my boarding house or home.
8. I am aware of public literacy spaces such as Microlibrary Warak Kayu.
9. I have visited areas like Pecinan Semarang for purposes other than culinary tourism.
10. I am aware that the pelabuhan area in Semarang has potential as an urban tourism spot.

11. I feel that information about interesting places in Semarang is still limited for students.
 12. I usually find out about new places through social media (e.g., Instagram or TikTok).
 13. I prefer learning about a place through short movies rather than formal advertisements.
 14. Short movies with a storyline are more interesting than purely informational promotional videos.
 15. I am more likely to visit a place after seeing it featured in a short movie.
 16. Short movies influence how I perceive a city or tourist destination.
 17. A short movie about student life can be an effective way to promote a city.
 18. Stories about relationships and emotions in a short movie help me feel more connected to a place.
 19. I am interested in watching short movies that introduce youth-friendly places.
 20. I am interested in watching a short movie set in student life in Semarang.
2. Design; The design stage focuses on planning all pre-production activities based on the results of the analysis stage. At this stage, the researcher developed the film idea and theme, prepared the script, designed the storyboard, conducted location scouting, and planned the overall production process. Production documents such as shooting schedules, cast and crew arrangements, equipment preparation, wardrobe planning, and other supporting materials were also prepared. This stage served as a guideline for the implementation of production and post-production activities.
 3. Development; The development stage involves the actual creation of the

short film through production and post-production activities. During the production process, the researcher conducted shooting activities based on the script and storyboard that had been prepared previously. This process included camera and lighting setup, audio recording, directing actors, managing scene execution, and coordinating production activities at various filming locations. After all footage had been recorded, the process continued with post-production development. This stage included footage logging and organizing, rough cut editing, fine cut editing, continuity editing, sound design and audio editing, color grading, subtitle translation, credit scene creation, teaser and promotional material development, expert validation, and product revision. Through these activities, all recorded materials were transformed into a complete short film ready for audience viewing.

4. Implementation; The implementation stage was conducted after the film had completed the development process. At this stage, the final version of the film was distributed to the target audience through an online screening. The implementation process aimed to introduce the completed film to viewers and obtain responses regarding various aspects of the production, including story delivery, acting performance, visual quality, audio quality, subtitle readability, and overall viewing experience. The questionnaire uses a four-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The responses obtained during this stage became important data for evaluation.
5. Evaluation; The evaluation stage was conducted to assess the effectiveness of both the final film product and the overall development process. Evaluation was carried out through audience feedback questionnaires and responses collected after the screening session. The researcher evaluated aspects related to pre-production, production, and post-production, including story development, character presentation, technical quality, audio and visual consistency, subtitle readability, and audience

engagement. The collected feedback was analyzed to determine whether the objectives of the research had been achieved and to identify aspects that still required improvement. The results of the evaluation became the basis for final revisions before the film was finalized as the final product of this research.

3.3 Production Schedule

The production schedule in this study is planned for approximately three months and divided into three main phases: pre-production, production, and post-production. Although all stages are important, the main emphasis is on the post-production phase as the core of film processing and refinement. The pre-production phase takes place on March 2026. This stage includes script writing, storyboard creation, location selection, and discussion of visual and audio concepts. The production phase is conducted on April 2026, where the shooting process takes place in selected locations. Activities include directing actors, camera operation, lighting setup, and audio recording. The post-production phase takes place on May 2026 and becomes the most crucial stage in this study. This stage includes video editing, storyline arrangement, sound design, color grading, and subtitle addition.

Table 3.1 Schedule Planning

Activity Type	March	April	May
Analysis			
Desain			
Development			
Implementation			
Evaluation			

3.4 Budget and Costing

The production budget ensures all technical, logistical, and human resource

needs are met without compromising quality. Components include crew fees, actor compensation, filming equipment, editing tools, transportation, catering, props, and contingencies. Detailed budgeting facilitates monitoring and adjustments during production.

Table 3. 2 Budget and Costing

ITEM	QTY	COST/UNIT	SUBTOTAL
Production Team	1 person	IDR 3,700,000	IDR 3,700,000
Talent	3 people	-	-
Recording Device (Hp)	1	-	-
Editing Device (Laptop)	1	-	-
Transportation		IDR 190,000	IDR 190,000
Consumption	Food	IDR 1,236,500	IDR 1,236,500
Properties		IDR 436,000	IDR 436,000
Miscellaneous	1	IDR 55,500	IDR 55,500
Total Amount			IDR 5,618,000

3.5 Division of Tasks

The division of tasks in this project is adjusted to the role and responsibility of each team member. The director is responsible for supervising the creative aspects and overall production process. The scriptwriter and storyboard artist develop the story and visual plan, while the cameraman handles the shooting process, including framing and shot composition. In the post-production stage, the editor has the main responsibility for processing the recorded footage into a complete film. This process includes video editing, sound editing, color grading, subtitle integration, and final rendering. Through a clear division of tasks, the pre-production, production, and post-production processes can run more effectively and in accordance with the planned concept.

Table 3. 3 Division of task

Production Stage	Person in Charge	Responsibilities
Pre-Production	Rizka Karenita Br Purba	Developing the story idea and theme, preparing the script and storyboard, designing the visual concept, planning the production schedule, preparing production documents, and coordinating location arrangements before filming.
Production	Najwah Amanda Mahmudah	Directing the actors, supervising filming activities, coordinating communication among crew members, and ensuring that the production process followed the planned concept and schedule.
Production	Hazel Radityo Utomo (Under60scnd)	Operating the camera, managing shot composition and framing, supporting lighting arrangements, and assisting the visual execution during filming.
Post-Production	Novita Nisrina Dwi Cahyani	Organizing footage, editing video and audio materials, applying color grading, preparing English subtitles, and producing the final version of the film for screening and publication.