

Photography and Videography Training as Branding Media at SMKN 12 Malang

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Abstract

Purpose: This community service activity aims to enhance the videography skills of students at SMKN 12 Malang, particularly in product video shooting and editing. This training is expected to support product promotion through creative and engaging video media.

Method: The training included an introduction to basic videography techniques such as lighting, angles and shooting settings. Students were trained to use video editing applications such as CapCut to add visual effects, transitions, audio, as well as compiling video-based product e-catalogs. An evaluation was conducted using a questionnaire to measure participants' satisfaction with the training.

Practical Application: Students who take part in this training are expected to be able to produce creative and quality product promotion videos. This ability is relevant to support the promotional needs of local products and the creative industry in general.

Conclusion: The training received a positive response from the participants, with 88% feeling satisfied and showing high enthusiasm, as seen from their improvisation and creativity in producing videos. This activity is expected to provide long-term benefits in developing students' videography skills to support the needs of the creative industry.



Introduction

As a secondary education institution with a Visual Communication Design major, SMKN 12 Malang has great potential to develop its students' photography and videography skills. With the increasing use of visual media in marketing and storytelling, these skills are becoming increasingly important (Lestari, 2024; Muliatie et al., 2024). The training on the use of photography and videography as branding media is expected to provide various benefits for students and the school (Alfianza et al., 2024; Sudirman et al., 2024; Suparto & Yuliana, 2023). The training will provide students with practical knowledge and skills in photography and videography. Students will learn how to create high-quality graphics, edit them and produce videos that will open career opportunities in the creative and media industries.

With students' photography and videography skills, schools can produce engaging visual content for promotional purposes (Candra D.A., 2020; Pratiwi et al., 2024). This content can be used on various platforms, including social media, school websites, and other promotional materials. Strong branding can improve the school's image and reputation in the eyes of prospective students and the community (Hanafi & Reza, 2023; Rochmania, 2022; Wulandari et al., 2024). This training encourages students to utilize the latest technology in media production. Students will be introduced to photo and video editing software and the latest techniques in the creative industry.

Photography and videography are highly creative fields. This training will encourage students to express their creativity through visual media. Students will learn to think innovatively and develop new ideas for their projects (Prasetyo et al., 2024; Yogatura & Voutama, 2024). This training can increase student involvement in extracurricular activities and school projects. Students will feel more motivated to participate in activities that involve the skills they are learning. With photography and videography skills, students will be better prepared to enter the workforce, especially in the creative, media and marketing industries. Students will have a portfolio that they can show to potential employers or in further education applications. The training also opens up opportunities for cooperation with related industries, such as creative agencies, production studios, and media companies. These collaborations can provide students with practical experience and insight into the real world of work.

Overall, the training on the utilization of photography and videography as branding media at SMKN 12 Malang is expected to have a significant positive impact. In addition to improving students' skills, this training will also help in improving school branding, developing creativity, and preparing students for a brighter future in the world of work.

Method

Dissemination and empowerment activities for partners are carried out at SMKN 12 Malang, the method of implementing activities begins with socialization and explanation of videography and photography as branding media at SMKN 12 Malang.

Conducting training on the utilization of photography and videography was carried out at SMK 12 Malang. With the time available, the training will be carried out through the delivery of theory and practical exercises. The practical material is based on the rapid learning method. The method used is tutorial, starting with a theoretical presentation which is immediately followed by a practical session.

Conducting an evaluation of the training results regarding the mastery of the training material, so that the results of the community service program can be seen. The evaluation is held at the end of the training so that all materials have been received by the partners. From this service scheme, it is hoped that it can increase the understanding of SMKN 12 Malang students about the importance of utilizing photography and videography as branding media at SMKN 12 Malang.

The implementation of this community service activity uses the demonstration presentation method and mentoring workshops. This training was carried out by members of

the service team with the trainees being students of SMK 12 Malang.

Figure 1. Stages of Implementation of the Proposed Service Program



The stages in the implementation of community service at SMKN 12 Malang:

1. Preparation Stage

At this stage, data collection of basic needs for the implementation of community service is carried out. Activities include providing a mini photo studio, determining participants and locations, and installing the CapCut application on participants' cellphones. In addition, field planning was carried out, such as team formation and division of tasks. The service leader acted as a resource person, while team members accompanied the participants during the workshop.

2. Implementation Stage

The activities carried out at this stage:

a. Exposure to the Role of Photography and Videography as Branding Media

In this first session, participants will be introduced to the importance of photography and videography in building an image or branding. The material presented includes the role of visuals in attracting audience attention, increasing the impression of professionalism, and building brand identity. Participants will understand how photos and videos can reinforce the message and values that an organization or individual wants to convey. In addition, examples of successful branding cases through visual media will be discussed to give participants a real picture.

b. Introduction to Implementation Methods

The second session focuses on introducing the basic techniques and steps for effective photography and videography execution. The materials will cover basic shooting techniques, lighting, composition, and choosing the right angle to better showcase the product or service. Participants will also be introduced to the necessary tools and practical tips to make the final result look professional without having to use expensive equipment. These explanations will be supplemented with practical examples to facilitate understanding.

c. Training Simulation

In this last session, participants will directly conduct simulations or field practices based on the material learned in the previous sessions. With the guidance of the instructor, participants will apply photography and videography techniques directly, including camera settings, light settings, and shooting techniques. The simulation is designed to allow participants to develop practical skills and get direct feedback from the instructor on their work.

3. Stages of Evaluation

The evaluations used for the evaluation plan are:

- a. Comparing the results of video photos before and after the service is carried out
- b. Analyzing the results of video photos after service

Result

This service was carried out at SMKN 12 Malang City with target participants being 3rd grade students and social media productive teenagers. Grade 3 students were chosen because they are productive in technology and active in social media. The initial activity was carried out by presenting the material through PowerPoint by the head of the service team. The material presented is:

1. Basic Introduction to Photography

Before explaining photography and videography, the speaker provided material about the equipment that must be prepared for taking photos and videos. Then the basics of photography were explained. An introduction to the basics of photography involves understanding some key concepts and techniques that are essential for producing quality images. Here are some basic elements in photography:

- a. Composition
- b. Lighting
- c. Camera settings
- d. Focus
- e. Lens Type
- f. Post-production

2. Techniques for taking interesting photos

Techniques in taking interesting photos consider several things, namely:

- a. Use of Rule of Thirds
Rule of Thirds is a photo composition technique that divides the image into nine parts with imaginary lines, creating an interesting focal point.
- b. Setting the Right Exposure
Setting the right exposure is very important to produce clear, bright photos that are not too dark or bright.
- c. Choosing a Unix Angle
Choosing an unusual or Unix angle can give the photo an interesting perspective that attracts the viewer's attention.

3. Photography for Branding

Photography for branding is a visual tool used to reinforce a brand's identity through consistent, compelling, and relevant images. In this context, each photo should reflect the brand's values, vision, and personality, whether through color choice, composition, or visual style. Photography is designed to create a strong and emotional impression, thus building a deeper connection with the audience.

4. Videography Basics

a. Introduction

The speaker briefly explained that videography is the art and technique of making videos that cover various aspects from planning, shooting, to editing and distribution.

b. Pre-production

Pre-production involves setting objectives, determining the purpose of videography, and creating a storyboard or outline to guide the video-making process to coherence. Choose an interesting topic that aligns with the message to be conveyed. This can include events, interviews or community activities that showcase the values of the video object.

- c. Gear-Up
Additional gear can enhance the quality of the video. Use tripods, microphone equipment, and lighting equipment. A stable tripod helps keep the shot stable, reducing shaky footage that can distract viewers.
- d. Location Scouting
Scout out possible filming locations. Identify areas with sufficient lighting and minimal background noise for clear, quality footage.
- e. Use of Videography in Branding
Videography in branding is a dynamic medium used to visually and emotionally convey a brand's story, values, and personality. With the ability to combine moving images, sound, and narration, videography provides audiences with a more interactive and immersive experience compared to static media.

Figure 2. delivery of material by the service team



The second activity focused on videography training by demonstrating product video shooting techniques in the mini studio that had been provided. Participants took turns trying to record product videos from various angles with the guidance of service team members. After the recording process is complete, followed by a demonstration of video editing using the Cap-Cut application.

The next stage was an evaluation and question and answer session to assess the extent to which participants understood the videography theory and were able to apply it. One by one, participants showed the results of the videos they had edited. It can be seen that participants are able to improvise by adding audio, either from songs or video clips from platforms such as TikTok. They were also able to independently insert visual effects and interesting transitions to their videos. To measure the level of partner satisfaction with this activity, participants were asked to fill out a questionnaire that had been provided. The results of the questionnaire showed that 88% of participants were satisfied and hoped that similar activities could be organized more frequently in the future.

Figure 3. Documentation of Socialization and Dissemination



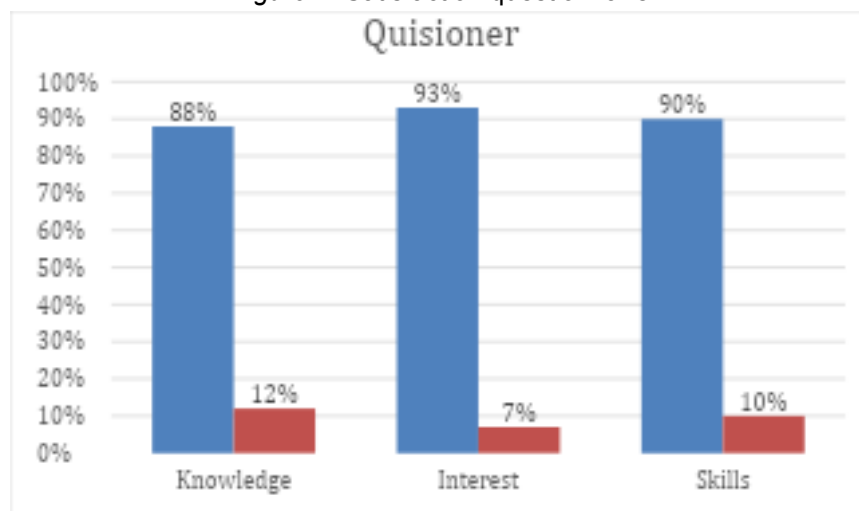
Discussion

The community service activity began with an opening session, followed by the core event, namely socialization and training in photography and videography. Approximately 15 participants attended this activity. The participants enthusiastically participated in the socialization and training on basic photography and videography techniques.

The increase in participants' knowledge, interest, and skills in photography and videography can be seen from the results of the pre-test and post-test conducted. Participants' interest increased from the beginning to the end of the training, with percentages ranging from 93% to 100%. This interest aspect includes curiosity about shooting techniques, angle selection, lighting, the use of camera equipment, photo and video editing, and the use of social media to publish their work. In addition, the knowledge aspect of the participants also increased from 10% to 90%. The skills aspect showed a significant increase, where participants improved from not having basic skills in photography and videography (7%) to being able to take pictures and videos well (93%).

The photos and videos produced by the participants during the training were evaluated based on aesthetic and technical aspects. The photos showed attractive color composition, balanced lighting, and sharp focus. The videos had a clear storyline, smooth transitions, and audio that supported the visual message. The presenters stated that good lighting and angle of view are the main keys in producing quality photos. Poor lighting can cause photos to look blurry or dark. A good video should have a coherent storyline, smooth transitions, and no audio distractions such as noise or sound distortion.

Figure 4. Satisfaction questionnaire



Conclusion

This PKM activity successfully improved participants' understanding of the basics of good product videography. The mini studio and equipment provided greatly assisted participants in producing high-quality videos. In addition, participants also gained additional skills in video editing and compiling attractive product e-catalogs.

The participants' enthusiasm was seen throughout the activity, from the presentation of the material to the mentoring process in video shooting and editing. This was reflected in the participants' success in producing creative videos, with improvisation in the form of adding relevant visual effects, transitions, and audio. This activity shows the great potential of videography as an effective and attractive product promotion media.

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