MBKM PROJECT: THE FILMAKING PROCESS OF "INDONESIA TSUNAMI ALERT" CAMPAIGN VIDEO FOR DISASTER EDUCATION

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ABSTRACT. The Indonesian government continues to strive to reduce the risk of disasters including tsunamis disaster. In the case of earthquakes that have occurred in Aceh, in the southern region of Java to Bali, there is a layer of sediment that is suspected to be strongly used by tsunamis from different times. This fact requires special attention and effort in risk communication. Previous studies have shown that there is an important role for the mass media to influence perceptions for disaster preparation. Therefore, the campaign video "Indonesia Tsunamy Alert" as one of the disaster mitigation efforts. This paper describes the process of making a video from the corner of the filmaker field.

KEYWORDS: risk communication, video campaign, filmmaking process

1 INTRODUCTION

One of the red zones of tsunami disasters in Indonesia is the Central Java region, especially the southern sea area of the island of Java. Among them are the Kebumen, Cilacap and DIY regions. Several Indonesian researchers conducted modeling experiments on tsunami satellite imaging. Their activities Predict and observe evacuation areas through Geospatial points. a term used as a designation of various modern tools that contribute to mapping and geographical analysis. developed from the first maps depicted in prehistoric times. As a result, the technology noted that there had been at least 12 earthquakes on the southern sea line of the island of Java during 1840-2009.

The making of the Indonesia Tsunami Alert campaign video involved academics, the government and the public. The video concept made aims to provide an understanding of the community about the dangers of the Tsunami as well as want to provide awareness to the public about the Tsunami. The use of video media in general for the learning process and the process of conveying information related to the tsunami is more effective and can reach a wide audience than through book media or only counseling from local parties. The disaster information media commonly in Indonesia are follows : (1) pamphlets, booklets and other print media; (2) Social media (Facebook, Twitter, Instagram, Youtube, BBM and Whatsapp; (3) websites; (4) television; (5) Radio; (6) newspaper; (7) mobilephones; (8) real-time disaster maps; (9) sign system, et cetera (Pauline, 2008)

Every country has a disaster management institution. One strategy for preparation, response, recovery and mitigation of natural disasters are delivered using mass media such as print and electronic media (Rezaldi et al., 2020) Disaster prevention education using video materials is very effective in improving student preparedness. There have been many recent conversations about value of social media for crisis and disaster communications(Sutton et al., 2011). The application of film (or'video) as a effective risk education tool is well documented. Tsunami education activities, materials and programs are recognized by the national Tsunami Hazard Mitigation Program as the essential tool for near-source tsunami mitigation. Indonesian people need education about disasters and their prevention, mass media can be a medium in supporting this education. An understanding of natural disasters and their impacts needs to be informed to the community(Asteria, 2016).

In creating a disaster-resistant community, it depends on the communication strategy carried out. Risk communication should prevent and mitigate harm by informing people of potential threats and empowering them to be able to adopt protective measures. The next step is to make a specific step to make risk communication dependent on the purpose of the communication and the characteristics of

the audience(Hicks et al., 2017) The increasing threat of disasters in Indonesia needs to be followed by effective disaster handling and mitigation, one of which is making creative campaign videos. Education can increase preparedness behaviour through direct and indirect channels(Hoffmann & Muttarak, 2017). Risk disaster communication requires cooperation and synergy with various parties. This was also realized by a team of researchers from the CCSIS and SIMITRO, Satya Wacana Christian University, Salatiga. The collaboration between Communication Science and Information Technology created a campaign video to raise awareness about tsunami disaster. The MBKM program (Merdeka Belajar) carried out at the university allows research collaboration between lecturers and students. The process of making this video supported by the government under the Meteorological Agency, Climatology and Geophysics. The source of funding was obtained from a research grant from the Ministry of Research and Technology of the Indonesian Higher Education. This collaboration is an effort to create effective risk communication. Risk Communication: An interactive process of exchange of information & opinion among individuals, groups & institutions, often involves multiple messages about the nature or expressing concerns, opinions, or reactions to risk messages or to legal and institutional arrangements for risk management(Susmayadi et al., 2014). In this paper, we try to understand how and what and when photographs (and footage) communicate information from video campaign filmmaking process.

1.1 Methods

This Tsunami Social Campaign **video** shows several videos resulting from the documentation of parties who have been asked for permission to use as a video visualization intro, a picture of the activities of the city community and on the coast. The video also discusses some news from online media as a disaster warning video of the Tsunami disaster and some predictions that will happen. In addition, the production team provided animations or small reconstructions in vulnerable areas. At the end of the video, there are facts and results from several sources. The production team carried out 3 stages of work, namely Pre-production, Production and Post-Production.

2 PRE-PRODUCTION TSUNAMI ALERT CAMPAIGN VIDEO

The production team will create a short video of the Community campaign video that will be aimed at the millennial community which is general in nature, in order to create awareness about the tsunami. The research needed in the design of short video campaign videos this society, there are several stages of design, namely;

2.1 Observations
Observation activities are empirical scientific activities based on field facts and. Observation is the process of securing human activities by carrying out certain activities that are natural in nature which then produce a fact. In preparation for production, students and lecturers conduct surveys to the field to see the conditions directly. The activity was carried out on July 2021 in Kebumen, Central Java.

2.2. Literature Studies
The Literature Study is a step of data collection whose data collection process refers to literature sources such as books, journals, printed online media and short videos of similar tsunami events to obtain information for processing and as reference material. Tracing literature studies and previous research is a must-do. Especially in disaster communication, every information requires accurate and referenced data based on the results of research by related parties.

2.3. Interviews
Interviews are one of the most commonly used methods of collecting data in social research. Interviews are used when respondents and researchers are directly face to face or interact directly through other media. An interview is a conversation conducted by both parties, namely the interviewer or the person who asked the question, and the interviewee or the person who gave the answer (Sugiyono, 2021: 186). The production team conducted interviews with related parties, namely BMKG, Academics and Community Communities. In the process of video production collaborated with BMKG, and the Research Team from SIMITRO UKSW in the Kebumen and Cilacap areas. This is because Kebumen and Cilacap are one of the areas on the south coast that have

a high tsunami potential (red zone), especially caused by the traces of the Ancient Megathrust tsunami.
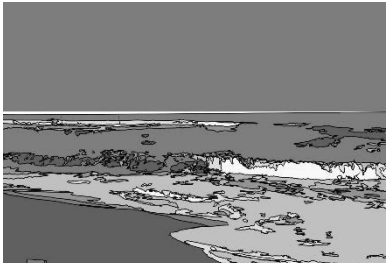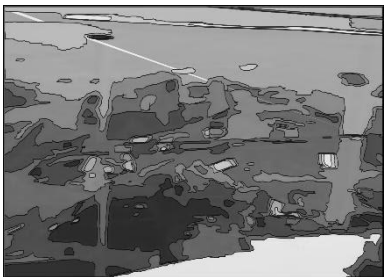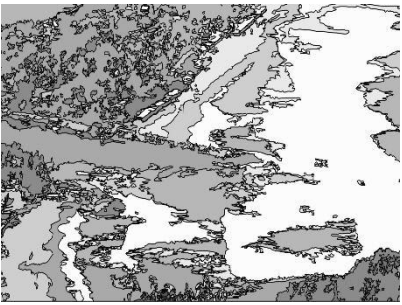
2.4. Design Objectives

The design of this social campaign video was completed, namely as a means of tsunami information with various vulnerable places, as well as how to overcome it in the event of a tsunami for millennial people. The format of the communication was also important, as people were keen to watch a film, and we could also suggest that the 'exclusivity' afforded by holding tailored community-based screenings and workshops improved attendance and heightened interest(Hicks et al., 2017).
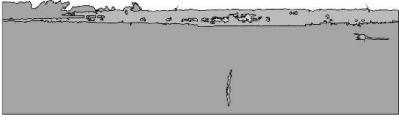
2.6. Storyline

In this social campaign video, the production team created a storyline to make it easier to shoot during the production process. This Social Campaign video is about an educational journey about the tsunami disaster for the millennial segmentation. Natural disasters are something that is beyond human control, especially when we talk about major disasters such as tsunamis. Tsunami itself is the process of occurrence of large waves caused by plate shifts or seabed earthquakes. In the development of the times, of course, there have been many studies carried out on tsunami disasters, one of which is research that will write simply about short videos of public service advertisements. In making the storyline, the production team deliberately framing to form the perception of the target audience. In this video, it is emphasized about the "danger" and "predictions of experts" about the tsunami that is predicted to occur even without certainty of time. Framing shows the placement of information in a typical context, so that certain issues get a greater allocation than others, as well as placing more emphasis on the text displayed and highlighting certain parts or considered important by the text creator(Eriyanto, 2002). In this video, there are several testimonials from tsunami survivors. Disaster testimonies convey the lived experiences and thus contribute to disaster prevention. A short video of the surviving witness of a tsunami can deliver powerful messages and meanings(Takakura & Boret, 2021).

2.7. StoryBoard

ce-ne	Picture	Duration (minutes)	Audio	Shoot Angle
		26"	IN From Sumitro's research and also research from uksw related to earthquakes and tsunamis as high as 20 meters based on disaster / tsunami modeling with a masiv scale can still occur in the segments of the megathust plate	Medium Shoot Low Angel
		30"	VO No one can be sure that this nature will remain silent// Given that tsunamis can take away everything/ Of course it is very difficult to ignore or underestimate//	Medium Shoot, Panning

		10"	Researcher's statement	Medium Shot, Close Up, Head Room
		10"	IN Various efforts have indeed been made / both from the government and related parties / / Predictions / predictions / and various studies have been intensively carried out / as a real step for mutual safety / /	Panning
		60"	Interview	Medium Shoot, Head Room, Panning
2		20"	IN In Java Island / South Coast area is an area with a high tsunami potential / /	Extreme Close Up, Panning
3		15"	IN Then/ Has the preparation that "he said" is necessary really been implemented?/ Has the preparation provided guaranteed our safety?	Close Up, Low Angel

4		40"	IN In the end, are we ready to deal with it? and..... Can we make it through?	Medium Shoot , Panning

Table 1. Storyboard

3. Video Production Process

After pre-production for two months, the production team went to the field to take pictures for two days, namely on July 15 and 16, 2021. This production process is the process of digging up as much data as possible from sources. By conducting a live interview method and recorded using a camera and Clip On to record sound. In addition to the interview, to increase the stock of images, shots were also taken at the location around the interview. In addition to the shooting process, at this stage of production, a voice recording process is also carried out which is used for VO (voice over) as a guide for the storyline.

4. Post Production

The post-production stage following this various step:

4.1. Editing Preparation

The preparation stage of editing begins with sorting, selecting one by one the videos to be used and separating the videos that are not used in this video. This is done in order to facilitate the selection of videos that will be used when editing videos. So, when the editing process takes place, it's just a matter of adjusting the existing story line.

4.2. Video Editing

At this stage, all video recordings that will be done through the camera will enter the editing stage. In the editing process, the author uses hardware in the form of a laptop, and steamy software Adobe Premiere Pro CC 2020. The editing stage consists of importing data into editing software, importing and cutting visuals, aligning audio with visuals, adding backsounds, adding subtitles, and animated graphics

a.) Importing data into Editing Software

The process of inserting the necessary images into Adobe Premiere Pro Software for later editing so that it becomes a short video.

b.) Import dan Cutting Visual

The process of combining pieces of footage into a pre-existing sequence through the process of importing videos

c.) Audio-visual Alignment

This process aims to align video with sound, given that some sounds are recorded using an audio recorder separately with the microphone present in the camera

d.) Addition of Backsound

Backsound is used to add a sense of each scene shown. For example, if there is a tense or sad scene or the source is speaking with heavy and serious language, then the backsound islow beat and soft so that the audience will feel the sadness shown more. In the creation of this short video, the author used a backsound from epidemicsound.com with a paid license.

e.) addition of Superimpose Image

The process of adding elements such as text and images to the sidelines of the video to clarify the information conveyed. In this video, the element added is in the form of capturing news about the tsunami which is uploaded to social media and then the author captures comments from netizens who are related to the value of weighty comments.

f.) Subtitle Addition

To clarify the conversation and voice overs in the video, subtitles are added according to the existing dialogue. In this video, there are also several regional languages spoken by the source so subtitles must be added so that the audience can understand the meaning of the dialogue.

Thus the explanation of the 3 stages of video making work. Hopefully it will be an illustration for the design of the next disaster mitigation video. From this understanding it can be concluded, that video is one type of audio-visual media that can describe an object that moves together with a natural sound or an appropriate sound. Videos can present information, explain processes, explain complex concept concepts, teach skills, abbreviate or extend time, and influence attitudes. Based on the above understanding, it can be formulated that video media is a human intermediary tool to convey or channel messages, ideas, ideas, opinions using images and sounds so that they can stimulate the sense of sight and hearing so that the inten ded person is more interested(Mudasih & Subroto, 2019).

5.   Conclusion

Mass media is audio-visual to convey a message to a group of people gathered in a certain place. It's also makes the media to gain knowledge and awareness about risk preparedness. Based on that, a film or short video is a medium of communication that is to the audience that is the target. Video campaign are able to tell a lot of stories in a short time and are able to influence the audience using image and audio. In this short film or video, information about tsunami awareness in the south Java Sea area is presented, especially Kebumen.

6.   ACKNOWLEDGEMENTS

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