

Production of The Profile Video of Senior High School 14 Samarinda Using 3D Animation Integration Techniques

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PT Astral Permai is a service company specializing in outsourcing. The company supplies personnel across various sectors to client companies under written agreements. Currently, PT Astral Permai's attendance tracking system relies on manual recording; monthly records are submitted to the head office by supervisors from each department. Attendance tracking is a crucial component of employee performance evaluation. Adhering to company regulations regarding arrival and departure times, as well as the logging of permissions and leave, is an obligation for every employee. Therefore, the company should implement an accurate and effective attendance system that benefits both the staff and the organization by ensuring precise data recapitulation. This research aims to design a web based online attendance application featuring GPS and face recognition capabilities, utilizing the K Nearest Neighbor (KNN) algorithm for user identity verification. The application is developed using PHP and JavaScript, following the Waterfall system development methodology. This system facilitates easier attendance data recapitulation for both employees and the company, eliminating the need for manual, paper based record keeping.

Keywords: Attendance, PHP, GPS, Waterfall, Web, JavaScript, K Nearest Neighbor Algorithm.

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1. Introduction

SMA Negeri 14 Samarinda is an educational institution that plays a strategic role in shaping an intelligent, well mannered, and creative younger generation. In today's digital era, presenting information about the school profile is no longer sufficient through printed brochures or conventional media alone. Visual, attractive, and interactive promotional media have become increasingly important to reach the community, particularly parents and prospective students. A school profile video is an effective form of promotional media because it can present the school environment realistically through a combination of visuals, sound, and narration. However, profile videos that only display conventional footage may sometimes be less effective in attracting audience attention, especially children who are the primary target audience of educational institutions.

To overcome this limitation, an innovative approach involving the use of 3D animated characters in the profile video can serve as an appealing solution. This approach is inspired by educational television programs such as *Si Otan*, in which animated characters are used as narrators or guides to present information in a light, engaging, and easy to understand manner for both children and parents. 3D animated characters offer advantages in delivering information in a communicative manner that is closely aligned with children's interests. In addition to enhancing visual appeal, the presence of animated characters can build an emotional connection with the audience, strengthen the school's identity, and differentiate the profile video from other school promotional videos.

Therefore, a systematic and structured method is needed to design and develop this school profile video. One suitable method for developing multimedia products such as profile videos is the *Multimedia Development Life Cycle* (MDLC). This method consists of six stages: *Concept, Design, Material Collecting, Assembly, Testing, and Distribution*, which can facilitate the video production process in a systematic and efficient manner. SMA Negeri 14 Samarinda is an educational institution that plays a strategic role in shaping an intelligent, well mannered, and creative younger generation. In the digital era, conventional promotional media, such as printed brochures and videos containing only live footage, may not be sufficient to present the school's identity in an engaging and informative manner. Although previous studies have explored the development of school and company profile videos, as well as 3D animation for educational and promotional purposes, these studies generally focus on specific aspects of multimedia production. For example, Sampouw et al. (2022) examined company profile video production using dubbing techniques, while Pamungkas and Anggalih (2024) investigated 3D animated videos for clothing brand promotion. However, these studies do not specifically address the integration of real school footage and 3D animated characters as narrative guides in presenting school profiles.

Furthermore, previous research on 3D animation has primarily examined animated films, interactive learning media, and educational content rather than the integration of animation into school profile videos. Consequently, the application of 3D animated characters to communicate school identity, facilities, achievements, and educational programs within a single promotional video remains an area that requires further exploration. Another limitation is that the effectiveness of this integration in terms of information clarity, visual appeal, and audience engagement needs to be evaluated in the context of school promotion. Therefore, this study addresses these gaps by developing a profile video for SMA Negeri 14 Samarinda that combines real footage with a 3D animated character serving as a narrator and visual guide. The video is developed using the Multimedia Development Life Cycle (MDLC), comprising six stages: Concept, Design, Material Collecting, Assembly, Testing, and Distribution. The study also evaluates audience responses to the resulting video to assess its suitability as an informative and engaging promotional medium.

2. Methods

Research Location and Time

The research was conducted at SMA Negeri 14 Samarinda, while video production and editing were carried out at the researcher's home and several cafés in Samarinda. The research took place from 2025 to 2026, covering data collection, planning, video production, testing, and distribution.

Research Object

The research object is a profile video of SMA Negeri 14 Samarinda developed using a combination of 3D animation techniques. The video aims to provide an attractive and informative overview of the school, including its facilities, academic and non academic activities, and the values implemented within the school.

Tools and Materials

The production of the school profile video requires several tools and materials to support the production process, including:

Tools

1. ASUS TUF Gaming F15
2. Intel Core i5 12500H
3. NVIDIA GeForce RTX 3050 Ti
4. 512 GB NVMe SSD

5. Videography Equipment
6. iPhone 11
7. TNW M01 PRO 3 Axis Smartphone Gimbal

Materials

1. Blender – Used for 3D modeling, rigging, and animation.
2. Adobe Premiere Pro – Used for the main video editing process.
3. Celtx – Used for script development.
4. Storyboarder – Used for storyboard creation.
5. Visual and Audio Materials (Logo, Music, Voice over, etc.) – Used to enrich the video content.

Development Method: *Multimedia Development Life Cycle (MDLC)*

This research uses the *Multimedia Development Life Cycle (MDLC)* as the foundation for developing the school profile video. MDLC was selected because it is suitable for multimedia development, particularly videos that combine real footage with 3D animation. The MDLC method consists of six main stages, as shown in Figure 1.

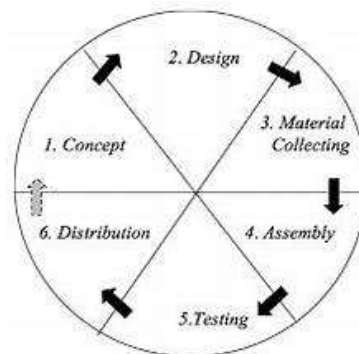


Figure 1. MDLC stages
Source: researchgate.net

Data Collection Techniques:

1. Observation: Conducting direct observation of the school environment to determine visual requirements for the profile video.
2. Interviews: Conducting interviews with teachers and students to gather information regarding the school's values and vision.
3. Literature Review: Utilizing references from books, journals, and previous research related to 3D animation and profile video production.

Testing

The testing stage evaluated the completed video through questionnaires distributed to 270 respondents comprising students, teachers, and members of the general public. The evaluation covered visual quality, information clarity, audio suitability, visual creativity, and the video's suitability as a promotional medium. The questionnaire consisted of 14 statements assessed using a five point Likert scale. The responses were calculated to determine the evaluation scores for each indicator. The output of this stage was an assessment of audience perceptions of the developed school profile video.

Distribution

The distribution stage involved publishing the completed video through digital platforms. The video was uploaded to the Teknik Informatika Multimedia Polnes YouTube channel and provided to SMA Negeri 14

Samarinda for publication through the school's YouTube channel, Instagram, and other communication platforms. The video was also intended to support school promotion and New Student Admissions (PPDB). The output of this stage was a published school profile video available for promotional use.

3. Result And Discussion

Concept

The Concept stage established the objectives, target audience, visual style, and content of the profile video based on the information collected through observation, interviews, and the preliminary questionnaire. The preliminary questionnaire involving 270 respondents indicated positive perceptions of SMAN 14 Samarinda's programs, facilities, achievements, reputation, and opportunities for student development. The responses also supported the development of a school profile video incorporating 3D animation. These findings provided a basis for developing a multimedia promotional medium that could present school information in a more engaging and accessible format. A 3D animated character named Jo was selected as a visual guide and narrator to complement the real footage and connect the information presented throughout the video. This approach allowed the video to combine authentic representations of the school environment with an animated storytelling element. The cheerful, educational, and modern visual style was selected to appeal to prospective students, parents, and the general public. An initial target duration of approximately two minutes was established to maintain a concise presentation suitable for digital platforms. The final video was 2 minutes and 52 seconds long after production and editing.

Design

The Design stage translated the initial concept into a production plan. The script was developed using Celtx, while Storyboarder was used to organize the sequence and visual composition of the scenes. The storyboard consisted of eight main scenes covering the opening, Jo's introduction and narration, a school tour, the school's background, routine activities, the Green House program, and the closing. The character Jo was designed with a simple and expressive appearance to complement the video's cheerful and educational style. Planning the script, storyboard, narration, transitions, and shooting locations helped maintain consistency between the intended message and the final visual presentation. This stage supported the research objective by establishing a clear structure for integrating actual school footage with 3D animation.

1. Script Development

The script is developed using Celtx as a structured scenario writing tool. It serves as the main guideline for organizing the narration, scenes, and overall production flow of the school profile video.

EXT. SEKOLAH - PAGI

Visual: memperlihatkan suasana sekolah |

Narator: "masa remaja memang sangat menyenangkan, kita pasti mempelajari banyak arti kehidupan pada masa remaja ini, susah dan senang pasti sudah banyak dirasakan ketika sudah memasuki masa remaja , demi... mempersiapkan kehidupan di masa depan."

Visual: memperlihatkan suasana sekolah

Visual: memperlihatkan suasana sekolah ditambah karakter muncul memperkenalkan diri

CHARACTER 3D
(karakter muncul tiba-tiba dan segera memperkenalkan diri)

Hai semua...
perkenalkan aku JO,
Hari ini JO mau ajak kalian semua menjelajahi salah satu sekolah keren di Kota Samarinda, Yuk ikutin keseruannya!

(karakter 3d menghilang)

Visual: memperlihatkan suasana sekolah

Figure 2. Profile Video Script

CHARACTER 3D
(karakter kembali muncul dan berbicara)

Tentunya kami sebagai generasi penerus bangsa akan selalu berjuang menghadapi segala rintangan untuk masa yang akan datang, inilah sekolah kami SMA Negeri 14 Kota Samarinda
(memperlihatkan tulisan sman 14) tempat kami belajar, berkembang, dan memahami setiap arti kehidupan demi masa depan.

CHARACTER 3D
Disini JO tentunya akan
menjelaskan visi dan
misi utama untuk
siswa/siswi SMA Negeri
14 Kota Samarinda, tapi
sebelum itu JO ingin
menjelaskan latar
belakang dari sekolah
ini. didirikan pada
tanggal 26 Juli 2004,
terletak di Jl. Rapak
Indah, Kecamatan Sungai
Kunjang, Kota
Samarinda, Provinsi
Kalimantan Timur.
Sekolah ini mempunyai
visi...menciptakan
generasi yang Beriman,
Berakhlak, dan
Berprestasi.
Visi ini menjadi arah
utama bagi seluruh
warga SMA Negeri Negeri
14 Kota Samarinda dalam
membangun generasi yang
berkarakter dan
unggul."

Figure 3. Profile Video Script

CHARACTER 3D
Dalam satu minggu
sekali, kami juga rutin
melaksanakan kegiatan
senam loh., untuk
menjaga kesehatan dan
kebugaran tubuh.

CHARACTER 3D
Di sekolah ini,
kegiatan pembelajaran
selalu dibuat
menyenangkan. Para
siswa tidak hanya
belajar teori, tetapi
juga praktek langsung
agar mudah dipahami.

CHARACTER 3D
Dan yang paling unik,
sekolah kami punya
program yang bernama
Green House. Disini
siswa diajarkan cara
mengelola tanaman,
merawat lingkungan,
sekalius belajar
tentang pentingnya
menjaga bumi.

CHARACTER 3D
nahh gimana keren
banget kan sekolah
kami, tentunya JO dan
teman-teman semua
sangat berharap agar
sekolah kami bisa
semakin maju,
berkembang, dan selalu
menghasilkan generasi
bangsa yang cerdas
untuk masa depan bangsa
kita.

PENUTUP: "SMA Negeri 14 Kota Samarinda -
Beriman, Berakhlak, Berprestasi."

Figure 4. Profile Video Script

2. Storyboard

The storyboard provides a visual outline of the video by arranging sequential images that represent important scenes and moments. It helps visualize the storyline, scene composition, locations, and overall flow before production. The school profile video consists of eight main scenes, including the opening, Jo's introduction and narration, a school tour, an explanation of the school's background, routine activities, the Green House program, and the closing scene. The complete storyboard and its implementation are presented in the appendices.

3. 3D Animated Character Design

The video profile uses one 3D animated character named **Jo** as the visual guide and narrator. The character design includes front, side, and rear views to provide clear references for the modeling and animation process.

Material Collection

During the Material Collecting stage, footage was recorded at SMAN 14 Samarinda using a smartphone and a gimbal. The recorded materials included classrooms, laboratories, the library, the sports field, student activities, and the general school atmosphere. Additional materials included the school logo, supporting photographs, background music, and voice-over narration. The animated character and other 3D assets were created using Blender. The collected materials provided the visual and audio components required for production. Real footage represented the school's facilities and activities, while the 3D assets supported the storytelling approach established during the Concept and Design stages. This combination was intended to make the video informative while maintaining visual variety.

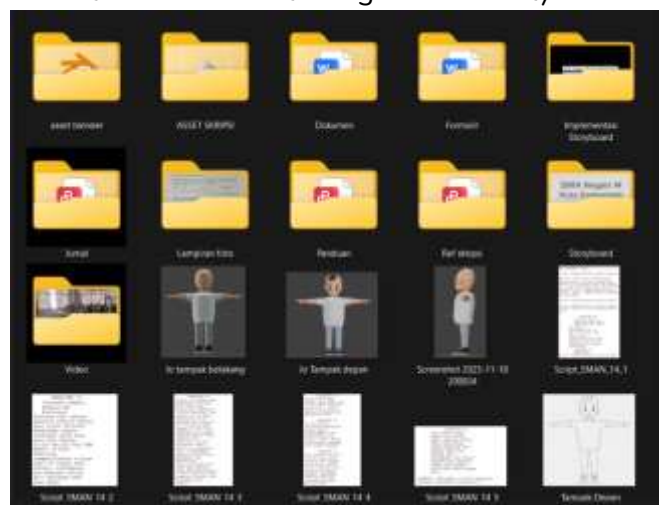


Figure 5. Material Collection

Production (Assembly)

The Assembly stage involved integrating the collected footage, 3D animation, narration, background music, and other visual elements using Adobe Premiere Pro and Blender. The editing process included arranging footage according to the storyboard, trimming clips, applying color grading and transitions, and combining rendered animation with the recorded footage. The final output was a Full HD profile video with a duration of 2 minutes and 52 seconds. The integration of real footage and 3D animation resulted in a presentation that combined direct visual information about the school with an animated guide. The completed video was subsequently evaluated through a questionnaire to assess respondents' perceptions of its informational clarity, audiovisual quality, presentation, and promotional suitability.

1. 3D Character Modeling

In the character modeling process, the researcher employs polygonal modeling techniques, beginning with the construction of a base shape using primitive objects such as cubes and spheres. Character formation takes place in Edit Mode, where the cube object is modified based on previously prepared sketches or blue-prints. These sketches are imported into the workspace by pressing the Shift + A shortcut and selecting the "Image" and "Reference" menu options.

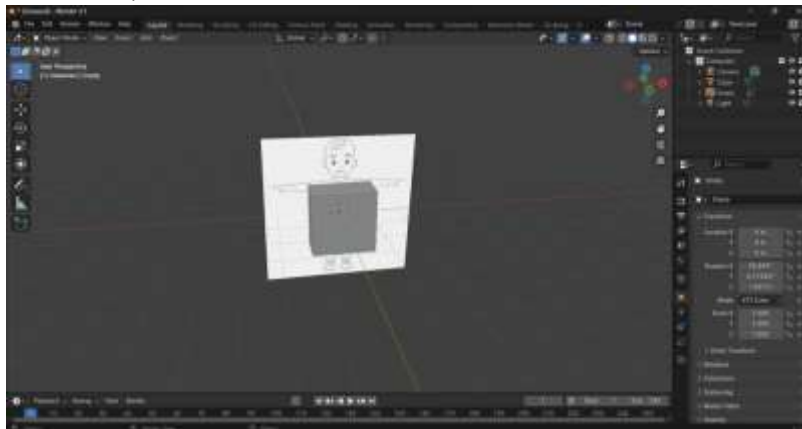


Figure 6. 3D Character Modeling

After creating the head, the researcher used Edit Mode and the Extrude (E) function to shape the character according to the sketch. The researcher also applied a mirror modifier to ensure symmetry between the left and right sides of the character's arms and legs. To create the nose and eyebrows, the researcher added a new cube mesh and used Edit Mode to shape the objects to match the sketch. For the eyes, the researcher used a sphere and then employed Edit Mode to scale it along the Z axis (using the shortcut S + Z).



Figure 7. 3D character modeling results

Testing

Testing was conducted to evaluate the suitability and effectiveness of the profile video as a medium for school information. Questionnaires were distributed to respondents comprising students, teachers, and the general public. The assessment covered several aspects, such as visual quality, clarity of information, audio suitability, visual creativity, and the video's suitability as a promotional medium.

Table 1. Final Questionnaire Questions

No.	Question	Response				
		SA	A	N	D	SD
1	After watching the video, I have a better understanding of the outstanding programs at SMAN 14 Samarinda.	86	146	32	4	2

No.	Question	Response				
		SA	A	N	D	SD
2	This video helps me learn more about the school's facilities.	92	131	43	2	2
3	I have gained a better understanding of the academic and non academic achievements of SMAN 14.	81	134	52	2	1
4	The image and video quality are clear and attractive.	89	135	44	1	1
5	The sound quality and narration are clear and easy to understand.	82	145	41	2	0
6	The video presentation is easy to understand and not confusing.	83	134	49	3	1
7	The video duration feels appropriate, neither too long nor too short.	80	141	49	0	0
8	The video clearly presents the strengths of SMAN 14.	88	134	47	0	1
9	The video portrays a positive and enjoyable school atmosphere.	80	135	49	5	1
10	The information presented meets the needs of prospective students and/or parents.	82	141	45	1	1
11	This profile video is interesting enough to watch until the end.	88	143	37	1	1
12	I am interested in learning more about SMAN 14 after watching this video.	83	143	39	3	2
13	I would recommend SMAN 14 to others based on this video.	89	134	43	3	1
14	I would share this video with my friends or family.	82	139	44	3	2

Following the distribution of the questionnaires, the next step is to compile the data for analysis. The questionnaire focuses on evaluating the SMA Negeri 14 Samarinda profile video and was completed by 270 respondents from the target audience.

Table 2. Questionnaire Results: First Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
1	1	Strongly Agree	5	86	430
	2	Agree	4	146	584
	3	Uncertain	3	32	96
	4	Disagree	2	4	8
	5	Strongly Disagree	1	2	2
Total				270	1120

$$Y = \frac{1120}{1350} \times 100\% = 82,9\%$$

Based on respondents' answers to the question, "After watching the video, I have a better understanding of the flagship programs at SMAN 14 Samarinda City," a result of 82.9% was obtained.

Table 3. Results of the Questionnaire Analysis for the Second Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
2	1	Strongly Agree	5	92	460
	2	Agree	4	131	524
	3	Uncertain	3	43	129
	4	Disagree	2	2	4
	5	Strongly Disagree	1	2	2
Total				270	1,119

$$Y = \frac{1119}{1350} \times 100\% = 82,8\%$$

Based on respondents' answers to the question "This video helps me get to know the school facilities better," a result of 82.8% was obtained.

Table 4. Questionnaire Test Results for the Third Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
3	1	Strongly Agree	5	81	405
	2	Agree	4	134	536
	3	Uncertain	3	52	156
	4	Disagree	2	2	4
	5	Strongly Disagree	1	1	1
Total				270	1,102

$$Y = \frac{1102}{1350} \times 100\% = 81,6\%$$

Based on respondents' answers to the question "I have become more knowledgeable about the academic and non academic achievements of SMAN 14," a result of 81.6% was obtained.

Table 5. Results of the Questionnaire Analysis for the Fourth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
4	1	Strongly Agree	5	89	445
	2	Agree	4	135	540
	3	Uncertain	3	44	132
	4	Disagree	2	1	2
	5	Strongly Disagree	1	1	1
Total				270	1120

$$Y = \frac{1120}{1350} \times 100\% = 83\%$$

Based on respondents' answers to the question regarding "The image and video quality appear clear and engaging," a result of 83% was obtained.

Table 6. Questionnaire Test Results for the Fifth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
5	1	Strongly Agree	5	82	410
	2	Agree	4	145	580
	3	Uncertain	3	41	123
	4	Disagree	2	2	4
	5	Strongly Disagree	1	0	0
Total				270	1117

$$Y = \frac{1117}{1350} \times 100\% = 82,7\%$$

Based on respondents' answers to the question regarding "Sound quality and narration are clearly audible," a result of 82.7% was obtained.

Table 7. Questionnaire Test Results for the Sixth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
6	1	Strongly Agree	5	83	415
	2	Agree	4	134	536
	3	Uncertain	3	49	147
	4	Disagree	2	3	6
	5	Strongly Disagree	1	1	1
Total				270	1105

$$Y = \frac{1105}{1350} \times 100\% = 81,8\%$$

Based on respondents' answers to the question "The flow of the video presentation is easy to understand and not confusing," a result of 81.8% was obtained.

Table 8. Questionnaire Test Results for the Seventh Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
7	1	Strongly Agree	5	80	400
	2	Agree	4	141	564
	3	Uncertain	3	49	147
	4	Disagree	2	0	0
	5	Strongly Disagree	1	0	0
Total				270	1111

$$Y = \frac{1111}{1350} \times 100\% = 82,8\%$$

Based on respondents' answers to the question regarding "The video duration feels just right neither too long nor too short," a result of 82.8% was obtained.

Table 9. Results of the Questionnaire Test for the Eighth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
8	1	Strongly Agree	5	88	440
	2	Agree	4	134	536
	3	Uncertain	3	47	141
	4	Disagree	2	1	2
	5	Strongly Disagree	1	0	0
Total				270	1119

$$Y = \frac{1119}{1350} \times 100\% = 82,8\%$$

Based on respondents' answers to the question "The video clearly showcases the strengths of SMAN 14," a result of 82.8% was obtained.

Table 10. Questionnaire Test Results for the Ninth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
9	1	Strongly Agree	5	80	400
	2	Agree	4	135	540
	3	Uncertain	3	49	147
	4	Disagree	2	5	10
	5	Strongly Disagree	1	1	1
Total				270	1098

$$Y = \frac{1098}{1350} \times 100\% = 81,3\%$$

Based on respondents' answers to the question "The video depicts a positive and enjoyable school atmosphere," a result of 81.3% was obtained.

Table 11. Results of the Questionnaire Test for the Tenth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
10	1	Strongly Agree	5	82	410
	2	Agree	4	141	564
	3	Uncertain	3	45	135
	4	Disagree	2	1	2
	5	Strongly Disagree	1	1	1
Total				270	1112

$$Y = \frac{1112}{1350} \times 100\% = 82,3\%$$

Based on respondents' answers to the question regarding "Information provided meets the needs of prospective students/parents," a result of 82.3% was obtained.

Table 12. Results of the Questionnaire Analysis for the Eleventh Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
11	1	Strongly Agree	5	88	440
	2	Agree	4	143	572
	3	Uncertain	3	37	111
	4	Disagree	2	1	2
	5	Strongly Disagree	1	1	1
Total				270	1126

$$Y = \frac{1126}{1350} \times 100\% = 83,4\%$$

Based on respondents' answers to the question "This profile video is engaging enough to watch to the end," a result of 83.4% was obtained.

Table 13. Results of the Questionnaire Analysis for the Twelfth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
12	1	Strongly Agree	5	83	415
	2	Agree	4	143	572
	3	Uncertain	3	39	117
	4	Disagree	2	2	4
	5	Strongly Disagree	1	3	3
Total				270	1111

$$Y = \frac{1111}{1350} \times 100\% = 82,2\%$$

Based on respondents' answers to the question "I am interested in learning more about SMAN 14 after watching this video," a result of 82.2% was obtained.

Table 14. Questionnaire Test Results for the Thirteenth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
13	1	Strongly Agree	5	83	415
	2	Agree	4	134	536
	3	Uncertain	3	47	141
	4	Disagree	2	3	6
	5	Strongly Disagree	1	3	3
Total				270	1101

$$Y = \frac{1101}{1350} \times 100\% = 81,5\%$$

Based on respondents' answers to the question "I would recommend SMAN 14 to others based on this video," a result of 81.5% was obtained.

Table 15. Results of the Questionnaire Analysis for the Fourteenth Question

Question	No.	Description	Scale (N)	Respondents (R)	N × R
14	1	Strongly Agree	5	82	410
	2	Agree	4	139	556
	3	Uncertain	3	44	132
	4	Disagree	2	3	6

Question	No.	Description	Scale (N)	Respondents (R)	N × R
	5	Strongly Disagree	1	2	2
		Total		270	1106

$$Y = \frac{1106}{1350} \times 100\% = 81,9\%$$

Based on respondents' answers to the statement "I would share this video with my friends or family," a result of 81.9% was obtained.

Distribution

The Distribution stage involved uploading the completed video to the *Teknik Informatika Multimedia Polnes* YouTube channel and handing it over to SMAN 14 Samarinda for potential publication through the school's YouTube channel, Instagram, and other communication platforms. The video was also intended to support New Student Admissions (PPDB) and other school promotional activities. The manuscript reports that the school considered the video suitable as a representative profile medium. However, the form of this feedback was not specified in the research documentation presented. Therefore, it should be described as qualitative feedback only if the authors can verify how it was obtained, such as through an interview, written evaluation, or documented discussion with school representatives. If no formal evaluation instrument was used, the authors should state this limitation and avoid presenting the feedback as a formal validation result. The distribution stage completed the MDLC development process by making the video available for potential use by the school. Combined with the questionnaire findings, the publication outcome supports the video's potential as a digital promotional medium. Further evaluation of actual audience reach, engagement, and school promotional outcomes would be needed to establish its effectiveness in practice.

4. Conclusion

This study developed a profile video for SMA Negeri 14 Samarinda using the Multimedia Development Life Cycle (MDLC) method, consisting of six stages: Concept, Design, Material Collecting, Assembly, Testing, and Distribution. The resulting 2-minute-and-52-second Full HD video integrates real footage of school facilities and activities with a 3D animated character as a guide and narrator. This development approach addresses the research objective of producing an informative and engaging digital promotional medium for the school. The questionnaire results from 270 respondents showed positive evaluations across the 14 indicators, with reported scores ranging from 81.3% to 83.4%. Audience engagement received the highest score, while the representation of a positive and enjoyable school atmosphere received the lowest. Based on the assessment criteria applied in this study, these results indicate that respondents generally perceived the video as informative, visually appealing, and suitable for school promotion. However, the findings reflect respondents' perceptions and do not independently establish the video's effectiveness in increasing enrollment, audience reach, or actual promotional outcomes.

This study has several limitations. The evaluation was based on questionnaire responses from students, teachers, and members of the general public, while the sampling technique and statistical justification for the sample size require further clarification. In addition, the evaluation focused on respondents' perceptions rather than objective measures of viewing engagement or promotional impact. The form and procedure of the school's feedback were also not specified. Future research should use a clearly documented sampling strategy, involve a broader and more diverse respondent group, and assess the video using additional measures, such as viewing analytics, audience engagement, and promotional outcomes. Further development could also improve the representation of school activities and explore more varied animation techniques or interactive multimedia features.

Suggestions

Based on the execution and completion of this thesis, the following suggestions are offered for the benefit of the author, readers, and future researchers:

1. Future researchers are encouraged to develop more varied animation techniques, incorporate interactive elements, or expand the scope of research to include other forms of digital promotional media.
2. Future researchers could also conduct feasibility testing with a larger sample of respondents to obtain a more in depth evaluation.

5. References

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