

Training Model Development Film Script Writing Skills

Yayan Sudrajat^{1(*)}, Ni Wayan Ayu Permata Sari², Dila Febriyana Rahmi³

¹Postgraduate Faculty, Indonesian Language Education, Universitas Indraprasta PGRI, Jakarta, Indonesia

^{2,3}Universitas Multimedia Nusantara Jakarta, Jakarta, Indonesia

Abstract

Received : February 12, 2025
Revised : February 18, 2025
Accepted : April 25, 2025

This research aims to develop and test the effectiveness of film script writing skills training to increase participants' competence in creating creative scenarios that comply with industry standards. The research method used is research and development (R&D) with the name ADE training model, a combination of the KEMP (learner analysis) model and the ADDIE (Design, Development, Implementation, Evaluation) model. The research test subjects consists of 7 training participants, who were selected using purposive sampling. Data collection was carried out through pre-test and post-test, observation, and participant satisfaction questionnaires. Data analysis used Paired Sample T-Test. The statistical test results showed an increase in the average score from 55.43 to 78.43, with a t value = -19.63 and p-value = 0.000 ($p < 0.05$). These findings show that the training developed significantly improved participants' skills in writing movie scripts, both in terms of story structure, character development and creativity.

Keywords:

Writing Skills, Movie Scripts, Developing Training

(*) Corresponding Author: yayan.sudrajat@unindra.ac.id

How to Cite: Sudrajat, Y., Sari, N. W. A. P., & Rahmi, D. F. (2025). Training Model Development Film Script Writing Skills. *JTP - Jurnal Teknologi Pendidikan*, 27(1), 56-69. <https://doi.org/10.21009/jtp.v27i1.53645>

INTRODUCTION

Writing skills have an important role in students' life because they help them develop critical thinking skills, communicate clearly, and express ideas and feelings in an orderly manner. Recent studies have shown that the use of technology and innovative learning methods can improve students' writing skills. A study at SMP Negeri 3 Surabaya using the Canva digital application integrated with a product differentiation approach resulted in a significant increase in the ability to write descriptive texts for grade VII students. The lowest score increased from 50 in cycle I to 70 in cycle II, while the highest score increased from 65 to 90, with an average increase of 29%.

In addition, research at the State University of Jakarta (UNJ) applied the mind mapping technique in learning to write English narratives. As a result, there was an increase in student activity from 46.5% in cycle I to 86.5% in cycle III, indicating the effectiveness of the technique in improving narrative writing skills. Furthermore, research at SDN Cangkringan 1 implemented the online Problem Based Learning (PBL) learning model to improve the accuracy and writing skills of explanatory texts of grade V students. The average student accuracy increased from 41.1 (less accurate category) to 75.5 (accurate category), and writing skills

increased from an average score of 59 to 76.5. Overall, these studies confirm that the integration of technology and innovative learning methods, such as digital Canva, mind mapping techniques, and PBL, are effective in improving students' writing skills.

Writing short movie scripts is a challenge for training participants because they must be able to develop interesting story ideas, develop a coherent plot, and write dialogue that suits the characters. This difficulty is often caused by a lack of understanding of the structure of a film script, limited vocabulary, and a lack of experience in expressing ideas in writing. Apart from that, the low motivation of training participants in writing is also influenced by their lack of reading habits, limited references, and lack of guidance from educators in developing creative writing skills. To overcome this, a more interactive learning approach is needed, such as project-based writing practice, analyzing existing movie scripts, and providing space for students to explore writing. With the right strategy, training participants can be more skilled and motivated in writing short movie scripts. From previous research results the use of short film media can improve students' writing skills. A study at the State University of Jakarta developed a large production guidebook for the Video Media Development course, which helps students understand the short film production process comprehensively, including scriptwriting (Revian et al., 2020). Another study at the Muhammadiyah University of Tangerang found that the use of short film media in learning can improve students' scores in writing drama scripts, with a significant increase in average scores (Pratiwi, 2021).

In addition, research at the Pahlawan Tuanku Tambusai University showed that the use of short film media can improve students' short story writing skills, with an increase in average scores from 76.04 before using short film media to 82.78 afterward. The integration of short film media in learning effectively improves students' writing skills, both in writing drama scripts and short story texts. The use of this media not only improves technical understanding of short film production but also motivates students to be more creative and involved in the writing learning process (Sari & Putri, 2024).

According to Field (2005), the main challenge in writing a film script is understanding the three-act structure, where students often have difficulty in developing interesting conflict and resolution. Meanwhile, McKee (1997) emphasized that writing realistic dialogue is also an obstacle because students often create conversations that are too stiff or out of character. In the educational context, Haris & Sipayung (2020) found that students often experience obstacles in developing ideas due to a lack of references and guidance in writing scenarios. In research conducted by Lestari (2021), it was found that the main factors that hinder students from writing screenplays are a lack of understanding of visual writing techniques and minimal exposure to quality manuscript examples. Therefore, experience-based approaches, such as hands-on writing training and film production simulations, are recommended to improve students' skills in writing movie scripts.

The development of a training model in writing movie scripts needs to be based on theories and approaches that have been developed by experts. According to Joyce & Weil (2016), an effective training model must involve experience-based

learning and direct practice so that training participants can understand concepts and apply them in real life. Meanwhile, according to Kusumaningrum & Wijayanti (2020), project-based and collaborative scenario writing training has been proven to increase students' creativity and critical thinking skills in compiling logical story lines. Putri et al. (2022) emphasized that the use of technology, such as screenwriting software and digital simulations, can accelerate students' understanding of the structure and techniques of film script writing. Therefore, the ideal training model must combine theoretical approaches, direct practice, technology, and collaboration to create a more effective and applicable learning experience for training participants.

The Kemp model is an instructional design model that is flexible and systematic. This model emphasizes analyzing participant needs, designing materials, implementing and evaluating repeatedly. In the context of film script writing skills training, the Kemp model can be applied through the following steps: Identification of Problems and Participants' Needs, Specification of Learning Objectives, Analysis of Participant Characteristics, Specification of Training Materials, Developing Learning Strategies, Preparing Media and Learning Resources, Evaluation Planning, Training Implementation, Evaluation and Revision (Morrison, G. R., Ross, S. M., & Kemp, J. E., 2010).

Meanwhile, the development of an ADDIE-based training model has been widely used in the world of education to increase learning effectiveness, including in film script writing training. According to Branch (2009), the ADDIE model provides a systematic framework for designing training that is adaptive to the needs of trainees. Meanwhile, research conducted by Pribadi (2017) in the *Journal of Educational Technology* shows that the application of the ADDIE model in writing skills training can improve conceptual understanding and participants' ability to produce more structured work. In addition, a study conducted by Widiastuti & Nugroho (2021) revealed that the ADDIE approach combined with digital technology in teaching film scenarios was proven to improve students' creative and critical thinking skills. Therefore, developing an ADDIE-based training model in film script writing can be an effective solution because it provides clear and structured stages, starting from needs analysis to evaluating training results.

Design and implementation of an effective training model to improve film screenplay writing skills. This research aims to develop a film script writing skills training model, identify training needs, develop an appropriate learning model, and test the effectiveness of the model in improving participant competency. By referring to film script writing theory, creative pedagogy, and project-based learning strategies, this research will produce a training model that can be applied in various educational contexts, both formal and non-formal.

This research also explores the best approaches in teaching technical and creative aspects of film script writing, including character development, three-act structure, dialogue, and visual storytelling. By developing a training model based on practice and constructive feedback, it is hoped that this research can help prospective scriptwriters in honing their writing skills systematically. The results of this research can be a reference for educational institutions, film communities and training institutions in developing more effective and applicable curricula or learning programs.

Based on the data obtained, interest in taking part in film script writing training or workshops is quite high among teachers and lecturers. Teachers are generally interested in developing these skills in the context of learning and educational media, while lecturers mostly see them as academic and professional skills related to the creative industry and film research. However, there was a small number of respondents who were less interested in taking part in training, possibly due to time constraints or lack of relevance to their field.

Table 1. Distribution of Respondents Based on Interest in Following Film Script Writing Training

Group	Very Interested	Enough Interested	Less Interested	Total Responden
Teacher	65 (72%)	18 (20%)	7 (8%)	90
Lecturer	30 (86%)	4 (11%)	1 (3%)	35
Total	95 (76%)	22 (18%)	8 (6%)	125

Research conducted by Pratama, A. (2023), discusses how scriptwriting software can help various aspects of film writing and production. Case studies show that technology can increase efficiency and influence the creative process in film script writing. Meanwhile, Script Writing in Making the Fiction Short Film Haroroan (Saragih, D., 2022), this study examines the script writing process for the fiction short film entitled Haroroan. The results of the research show the importance of a narrative structure that begins with character introduction, followed by a conflict that emerges gradually until it reaches a climax, and ends with a resolution.

In line with this, Setiawan, R. (2019) Script Writing in Making Drama Genre Short Films about Myth with the Title Film Jentaka discusses the method of writing scripts for drama genre short films that raise the theme of myth. This study highlights the importance of effective story development and drafting a film script that fits the director's ideas and concepts. Wahyuni, S. (2021), produced an electronic module for writing movie scripts with an entrepreneurial theme. This module is designed with a dual completion perspective, aiming to improve screenwriting skills and understanding of entrepreneurship.

The first gap points to the need for more research into how screenwriting software impacts the creative process. In-depth study can help identify features that support or hinder a writer's creativity, as well as ways technology can be effectively integrated into the writing process. The second gap highlights the need for an empirical evaluation of electronic modules for writing entrepreneurship-themed movie scripts. Such research can provide insight into the effectiveness of modules in education and training contexts, as well as how they can be improved to achieve better outcomes.

This research focuses on the need to develop film script writing skills among academics and educators, especially in the aspects of systematic training, the use of technology in film script writing, as well as the effectiveness of supporting curricula and learning modules. Even though there are various studies on film script writing techniques, there are still gaps in the use of technology, mentor guidance, and the integration of film script writing in the fields of education and the creative industry.

METHODS

The type of research that corresponds to the title *Developing a Film Script Writing Skills Training Model* is development research (Research and Development/R&D). This research aims to create a training model to improve film script writing skills for training participants. According to Borg & Gall (1983), research and development is a process used to develop and validate an educational product through testing and revision stages based on evaluation results. Sugiyono (2017) states that the R&D method is a research method that aims to produce certain products and test the effectiveness of these products through research stages which include needs analysis, design, development, testing and evaluation. Meanwhile, research conducted by Prasetyo & Sutopo (2018) in the *Journal of Education and Learning* shows that the R&D method is effectively used in developing learning models because it provides an evidence-based approach that can be tested empirically. Thus, research and development methods are a very relevant approach in creating innovation in various fields, including education and learning technology. The main focus of this research is to design, test and evaluate the effectiveness of a training model in improving film script writing skills. The scope of the research includes analysis of training participants' needs, development of materials, teaching methods, as well as evaluation of the impact of training models on increasing competency in writing film scenarios.

This research was conducted in West Java Province. The respondents of this research were teachers and lecturers who taught English and three experts who assessed the validity of the product content and the validity of the training materials. The research design was adapted and combined from the KEMP research and development model and the model that will become the name of the new development research model called the ADE model which consists of Learner Analysis, Development and Evaluation. Meanwhile, the KEMP development model is only taken in the first step, namely learner analysis, and for the ADDIE model there are several steps combined, namely the design and development stages are combined. The implementation stage is also combined with evaluation. In this research, the Kemp Model in the first step with learner analysis aims to understand the characteristics, needs and abilities of trainees so that training can be designed effectively and according to their profile. According to Morrison, Ross, & Kemp (2010), this analysis includes cognitive, affective and psychosocial aspects which include initial level of knowledge, learning styles, motivation, as well as demographic factors such as age and educational background. The main objective of learner analysis is to ensure that the materials, strategies and learning methods developed can meet the needs of training participants and increase the effectiveness of achieving learning objectives. By carrying out in-depth analysis of training participants, learning developers can adjust the approach used, both in delivering material and in evaluating learning outcomes, so that the learning experience becomes more optimal and in accordance with the individual characteristics of the training participants.

RESULTS & DISCUSSION

The results of this study include assessing the validity, practicality, and effectiveness of the movie script writing skills training model. Its development uses the ADE development model which includes: Learner Analysis, Design & Development, Implementation & Evaluation. The ADE development model will appear in Figure 1.

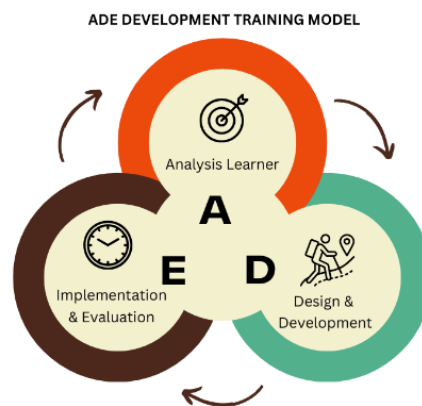


Figure 1. ADE Development Training Model

ADE's syntax in developing a film script writing skills training model are as follows.

1. Learner Analysis

The steps to identify the characteristics of participants in film script writing skills training are carried out by collecting data on educational background, writing experience, and participants' understanding of the structure and techniques of screenwriting. Data collection can be done through surveys, interviews, or initial diagnostic tests to assess participants' level of literacy and creativity in developing story ideas. In addition, demographic aspects such as age, interest in the film industry, and learning style preferences (visual, auditory, or kinesthetic) are also analyzed in order to adapt the most effective training methods. For example, for participants who understand the material better through direct practice, training can focus on script writing simulations with instructor guidance, while for participants who are more responsive to theory, learning based on film analysis and case studies can be provided. By understanding these characteristics, training organizers can develop more relevant material, adjust teaching strategies, and ensure that each participant gets an optimal learning experience.

For example, in research by Setiawan and Rahmawati (2021) which discussed the development of a film script writing training model for communication students, it was found that the majority of participants had a basic understanding of storytelling but had difficulty applying dramatic techniques in scenarios. Therefore, the training is designed with a project-based approach, where participants are given the task of writing a script in stages with the guidance of a mentor. Another study by Nugroho and Sari (2020) shows that the characteristics of participants who have different backgrounds, such as film and literature students, influence the way they understand narrative structure, so flexible learning strategies are needed. These findings suggest that identifying participant characteristics not only helps in tailoring training curricula but also ensures that the materials and methods used are appropriate to the level of ability and needs of participants.

Table 2. Identify the Characteristics of Trainees Film Script Writing Skills Training

No	Criteria for Training Participants	Description of Findings
1	Educational Background	The majority of participants come from the Literature, Communication and Arts departments. A small portion from other majors such as Management and Engineering.
2	Writing Experience	40% of participants already have experience writing short stories or short screenplays, while 60% are still beginners.
3	Motivation for Participating in Training	Most participants (75%) wanted to improve their screenwriting skills for professional purposes, while 25% were interested as a hobby.
4	Initial Understanding of Scenario Writing	As many as 30% of participants understood the basics of screenplays, while 70% did not have a deep understanding.
5	Learning Style	Participants prefer practice-based learning methods (60%) compared to theory (40%).
6	Access to Learning Resources	50% of participants have read books or taken online courses related to screenwriting, while the rest rely on this training as their main source.

Table 2 presents the results of identifying the characteristics of film script writing skills training participants. Data shows that the majority of participants come from fields relevant to writing, such as Literature and Communication, although there are also those from other disciplines. Most of the participants are still beginners in writing screenplays, but have high motivation to learn, both for professional purposes and as a hobby.

In addition, only 30% of participants already have a basic understanding of screenwriting, so training needs to adapt teaching methods to be more effective. Participants preferred practice-based learning over theory, indicating the importance of a hands-on approach in this training. Finally, about half of the participants had access to previous learning resources, while others relied on this training as a primary learning experience. This step will be used to adjust learning methods and materials to make them more effective and suit the needs of training participants.

2. Design and Development

The design stage in film script writing skills training involves designing a curriculum that suits the participants' needs. This process begins with a needs analysis to determine the participant's initial level of understanding of scenario writing. After that, a module was prepared which included basic theory, storytelling techniques, three-act structure, character development, and practice of writing scenarios. Apart from that, the learning method is also

designed with a blended learning approach, which combines online learning through video tutorials and live sessions (synchronous learning) for discussions and consultations with mentors. The training material is prepared in stages, starting from introducing basic concepts to creating short film scenarios that are ready for production.

The ADDIE model is a systematic approach that is widely used in developing training programs, including training in film script writing skills. The design stage in the ADDIE model functions to design an effective learning experience based on an analysis of participant needs. According to Gagné, Wager, Golas, and Keller (2005), this stage includes determining learning objectives, instructional strategies, media selection, and evaluation design. In the context of movie script writing training, the design stage includes preparing modules that teach basic scenario theory, character writing techniques, three-act structure, and film scene writing exercises. In addition, the project-based learning strategy Project-Based Learning is implemented so that participants can produce original movie scripts through a series of real scenario-based writing tasks. The following is a cover image of the movie script writing skills training module



Figure 2. Cover of Movie Script Writing Skills Training Modul

Once the design is prepared, the development stage in the ADDIE model focuses on producing and testing the material before implementation. Alessi and Trollip (2001) explained that the development stage includes creating training materials, initial testing (alpha testing), and revisions based on feedback. In film script writing training, this stage includes making video tutorials, simulating script writing with software such as Final Draft and preparing a screenplay quality assessment rubric.

Table 3. Design and Development in Film Script Writing Skills Training

Syntax	Steps	Implementation
Design	Determine learning objectives	Develop participants' competence in writing movie scripts by understanding the three-act structure, characterization and dialogue.

	Analyze participant needs	Initial survey about writing experience, genre preferences, and obstacles in writing a manuscript.
	Preparing training materials	Creating training modules that include scenario writing theory, case studies and storytelling techniques..
	Choosing a learning strategy	As many as 30% of participants understood the basics of the scenario, while 70% did not have a deep understanding.
	Determining evaluation media and tools	Participants prefer practice-based learning methods (60%) compared to theory (40%).
Development	Production of training materials	Creation of video tutorials, case studies from famous film scenarios, and practice worksheets.
	Development of assignments and task	Preparation of assignments for writing scenes, building story conflict, and scenario editing workshops.
	Creation of Instruments Trial of training materials	Implementation of small classes to test the effectiveness of teaching materials and strategies
	Revisions based on feedback	Module improvements based on participant and instructor responses, as well as improvements to the evaluation rubric.
	Finalization and integration of learning system	Preparation of blended learning-based training curriculum (combination of online and offline).

Table 3 describes the concrete steps in the design and development stage of film script writing skills training. At the design stage, the main focus is designing an effective learning structure, starting from determining learning objectives to preparing teaching materials and strategies. For example, training participants will be directed to understand the structure of movie scripts based on three-act theory, explore characterization, and dialogue writing techniques that are appropriate to the cinematic context. Learning strategies such as Project-Based Learning (PBL) are applied to provide participants with direct experience in writing scenarios. In the development stage, the material that has been designed will be implemented in the form of video tutorials, case studies and practical exercises. The development of writing assignments includes creating film scenes, exploring story conflicts, and editing scenarios. Next, material trials were carried out in small classes to measure the effectiveness of learning, followed by revisions based on feedback from participants and instructors. This process ends with the finalization and integration of the learning system, which can take the form of blended learning, allowing participants to access material both online and offline.

The product development that has been prepared is assessed/validated by experts (validators). The media design that has been developed is then assessed by three validators. Validation is carried out by submitting a validation sheet

that has been prepared in the form of a Google form. Validators assess the media by filling in a Google form based on the statements on the validation sheet. The product validation results are presented in table 4

Table 4. Validation Results from Training Design Experts

No	Aspects Assessed	Score (1-5)	Kategori
1	Suitability of training objectives with participants' needs	4.6	Very Good
2	Relevance of material to the film industry	4.5	Very Good
3	Integration of theory and practice in training	4.3	Good
4	Clarity and systematics of training modules	4.2	Good
5	Learning methods used	4.7	Very Good
6	Effectiveness of evaluation in measuring participant competency	4.6	Very Good
7	Readability and clarity of language in module	3.4	Sufficient
Average		4.46	Good

Table 4 shows the results of validation carried out by one design expert for film script writing skills training. Each aspect is assessed on a scale of 1-5, with the categories Very Good (4.5 - 5.0), Good (3.5 - 4.4), Fair (2.5 - 3.4), Poor (1.5 - 2.4), Very Poor (1.0 - 1.4). From the validation results, aspects of suitability of training objectives, relevance of material, learning methods, and effectiveness of evaluation received the Very Good category. Meanwhile, aspects of integration of theory and practice, clarity of module systematics, and language readability are in the Good category. Overall, the average validation score was 4.46, which is in the Good category. This shows that the training design is quite effective, but can still be improved, especially in improving the modules so that they are more systematic and easier for participants to understand.

Table 5. Validation Results from Material Experts

No	Aspects Assessed	Score (1-5)	Category
1	Suitability of material to training objectives	4.63	Very Good
2	Depth of material in explaining concepts	4.71	Very Good
3	Relevance of the material to the film industry	4.32	Good
4	Clarity of the structure and systematic presentation and systematics of the training module	4.27	Good
5	Integration of theory and practice	4.54	Very Good
6	Accuracy of information and references	4.66	Very Good
7	Readability and use of language	4.20	Good
Average		4.47	Good

Table 5 presents validation results from one material expert on film script writing skills training. Each aspect is assessed using a scale of 1-5, with the following categories Very Good (4.5-5.0), Good (3.5-4.4), Fair (2.5-3.4), Poor (1.5-2.4), Very Poor (1.0-1.4). The validation results show that the aspects of suitability of the material for the training objectives, depth of the material, relevance to the film industry, accuracy of information and readability of the language are in the Very Good category, indicating that the material has been well designed and complies with the required standards. Meanwhile, aspects of presentation structure and integration of theory with practice received the Good

category, which indicates that the material can still be improved to make it more systematic and applicable for participants. With an average score of 4.47, the training material was rated Good, which means it meets the standards required for use in film script writing skills training. However, there is still room for improvement in the aspect of presenting the material to make it more structured and optimize the balance between theory and practice.

3. Implementasi dan Evaluasi

Each meeting's training activities begin with participants filling in the attendance list that has been prepared in class. The attendance list is provided by writing PRESENT on the form with the specified filling time as written on the screen. After filling in the list, continue with delivering the material in class. Training materials can also be accessed before learning begins. Apart from the material, assignments have also been prepared with published schedules and submission times. The tasks given to participants are in the form of participant worksheets and practice questions. Participants submit assignments using screenshots or photos of their work, then the assignments are uploaded on the form provided by the trainer. The results of the participants' understanding of the concept of film script writing skills training are in accordance with table 6.

Table 6. Results of Training Participants' Understanding Film Script Writing Skills

Category	Score Range (1-100)	Participants	Percentage (%)
Expert	85 - 100	20	16%
Advanced	75 - 84	30	24%
Intermediate	65 - 74	35	28%
Beginner	50 - 64	25	20%
Novice	0 - 49	15	12%
Total		125	100%

Table 6 displays the comprehension category results from 125 film script writing skills training participants, which are classified based on the comprehension score range (1-100).

A total of 20 participants (16%) were in the Expert category, which means they have mastered the skills of writing movie scripts very well and are able to produce professional quality work. A total of 30 participants (24%) were in the Advanced category, indicating that they had a good understanding of writing manuscripts, but still needed a little improvement in several aspects. A total of 35 participants (28%) were in the Intermediate category, which means they already understand the structure of the script, but still need improvement in character development and storyline. A total of 25 participants (20%) were in the Beginner category, which shows that they are starting to understand the concept of writing a script but are still experiencing difficulties in implementing it. A total of 15 participants (12%) were in the Novice category, which means they still have a basic understanding and need a lot of guidance in writing movie scripts.

Meanwhile, product testing was carried out using one-to-one test results on 3 participants. This one-on-one trial was carried out to determine the suitability of the teaching material product in terms of the learning design

aspect, material aspect and media suitability aspect. One-on-one Test Results One-to-one trials were carried out on 3 Indonesian language teachers. This one-on-one trial was carried out to determine the suitability of the teaching material product in terms of the learning design aspect, material aspect and media suitability aspect.

The results of the Small Group Evaluation were carried out on 7 participants whose backgrounds had been in film script writing training and often attended, and rarely attended training. Small group trials were carried out to determine the feasibility of teaching material products for film script writing skills training seen from the learning design aspect and material feasibility aspect, with a total of 14 indicators.

To test the effectiveness of film script writing skills training with a number of participants $n = 7$ (taken from a small group test), using a paired t-test (Paired Sample T-Test) in SPSS 26.

Table 7. Descriptive Statistics

N = 7	Mean	Std. Deviation	Std. Error Mean
Pre-test	55.43	3.51	1.32
Post-test	78.43	3.39	1.28

Table 8. Paired Sample T-Test Results

Paired Differences	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test – Post-test	23.00	2.58	-19.63	6	0.000

The average score increased from 55.43 to 78.43 after training. The t-test produced a value of $t = -19.63$ with $p\text{-value} = 0.000$ ($p < 0.05$), which means there is a significant difference between the pre-test and post-test. Because the $p\text{-value} < 0.05$, H_0 is rejected and H_1 is accepted, which indicates that the training is effective in improving film script writing skills. Based on the results of the Paired Sample T-Test analysis with SPSS, it can be concluded that film script writing skills training has proven effective in improving participants' abilities. An increase in the average score of 23.00 points shows that the training method applied had a positive impact on the participants' understanding and skills.

CONCLUSION

This research shows that training in film script writing skills has a significant impact in increasing participants' understanding and ability to compose structured and creative movie scripts. Based on the evaluation results, participants experienced an increase in understanding from beginner to advanced categories, with most participants reaching intermediate and advanced levels. Project-based learning methods and interactive approaches have proven effective in helping participants develop better story ideas, characterization, and plot. In addition, the use of technology in the training process, such as script writing software, also supports improving the quality of participants' writing.

For further research, it is recommended that this training be expanded with a longer duration and more in-depth material, including aspects of cinematography and film production. In addition, this research can be developed by adding a portfolio-based evaluation method to measure participants' skill development more comprehensively. For educational institutions and the film community, it is hoped that this training can be used as a model in developing skills-based curricula to support creativity and professionalism in the film industry.

ACKNOWLEDGEMENT

The author would like to thank all colleagues who have provided support and valuable input in the process of this research. Thanks are also addressed to the training participants who enthusiastically participated in each stage of the activity and contributed to the development of this research material.

The author also thanks the Institute for Research and Community Service (LPPM) of Indraprasta University PGRI, the Institute for Research and Community Service (LPPM) of Multimedia Nusantara University for providing financial support and other resources so that this research can be completed well, and to the technical staff who have assisted in the implementation of training, including in providing facilities and supporting equipment that enable activities to run smoothly. Without help and support from various parties, this research would not be able to run as it should.

REFERENCES

- Alessi, S. M., & Trollip, S. R. (2001). *Multimedia for learning: Methods and development* (3rd ed.). Pearson Education.
- Ayatullah, A. (2019). Peningkatan keterampilan menulis narasi bahasa Inggris melalui teknik pemetaan pikiran (penelitian tindakan pada mahasiswa UPT MKU Universitas Negeri Jakarta). *Jurnal Inovasi Pendidikan MH Thamrin*, 1(2), 23–30.
- Badrut, B., Kaswadi, K., & Setyaningsih, K. (2024). Peningkatan keterampilan menulis teks deskripsi dengan menggunakan digital Canva pada peserta didik kelas VII SMP Negeri 3 Surabaya. *Jubah Raja: Jurnal Bahasa, Sastra, dan Pengajaran*, 3(2).
- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Open University Press.
- Bengio, Y., Lecun, Y., & Hinton, G. (2020). Deep Learning in Education: A New Paradigm for Adaptive Learning. *Journal of Artificial Intelligence in Education*, 32(4), 567-589.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research: An Introduction*. Longman.
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer.
- Brown, J.D. (1995). *the elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle Publisher.
- Field, S. (2005). *Screenplay: The Foundations of Screenwriting*. Delta.
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth/Thomson Learning.
- Hanks, P. (2006). Definition. In Brown, K (ed.). *Encyclopedia of language and linguistics*. Amsterdam: Elsevier, 399–402.
- Haris, A., & Sipayung, R. (2020). Improving Students' Scriptwriting Skills Through Project-Based Learning. *Journal of Language and Education*, 6(2), 45-56
- Lestari, R. (2021). Tantangan dalam Menulis Naskah Film bagi Siswa SMA. *Jurnal Pendidikan Bahasa dan Sastra*, 9(2), 112-125.
- McKee, R. (1997). *Story: Substance, Structure, Style, and the Principles of Screenwriting*. HarperCollins.
- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2010). *Designing Effective Instruction*. John Wiley & Sons.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass.

- Nugroho, R., & Sari, D. (2020). Analisis Karakteristik Peserta dalam Pelatihan Menulis Skenario Film: Studi Kasus pada Mahasiswa Film dan Sastra. *Jurnal Pendidikan Seni*, 8(2), 112-125.
- Putri, A., & Santoso, D. (2022). Implementasi Deep Learning dalam Pembelajaran Sains di Indonesia. *Jurnal Pendidikan Indonesia*, 9(2), 120-135.
- Prasetyo, Z. K., & Sutopo, A. (2018). "Implementasi Metode Research and Development dalam Pengembangan Model Pembelajaran Berbasis Teknologi." *Jurnal Pendidikan dan Pembelajaran*, 25(1), 78-90.
- Pratama, A. (2023). Tool vs. Kreativitas: Mengukur Peran Software Penulisan Naskah dalam Proses Kreatif. *Jurnal ProFilm*, 5(1), 55-65.
- Pratiwi, I. (2021). Penggunaan media film pendek dalam keterampilan menulis naskah drama. *Leksema: Jurnal Bahasa dan Sastra*, 6(2), 123-130.
- Pribadi, B. A. (2017). Pengembangan Model Pelatihan Berbasis ADDIE dalam Pembelajaran Keterampilan Menulis. *Jurnal Teknologi Pendidikan*, 19(2), 123-135.
- Priyanasari, F., Anugrahana, A., & Zaini, E. (2021). Peningkatan ketelitian dan keterampilan menulis bahasa Indonesia dengan model pembelajaran PBL secara daring siswa kelas V SDN Cangkringan 1. *Jurnal Pendidikan dan Teknologi Indonesia*, 1(6), 221-228.
- Rahman, A. (2021). The Effectiveness of Mentorship-Based Training in Film Screenwriting Development. *Journal of Film and Media Studies*, 15(2), 45-60.
- Revian, M. E., Wirasti, R. M. K., & Nursetyo, K. I. (2020). Pengembangan buku panduan praktik produksi besar pada mata kuliah Pengembangan Media Video di Prodi Teknologi Pendidikan Universitas Negeri Jakarta. *Jurnal Pendidikan Indonesia*, 3(1), 24-35
- Saragih, D. (2022). Penulisan Naskah dalam Pembuatan Film Pendek Fiksi 'Haroroan'. *Jurnal Proporsi*, 3(2), 150-160.
- Sari, Y. P., & Putri, R. E. (2024). Pengaruh media film pendek terhadap keterampilan menulis teks cerpen siswa kelas XI SMA Negeri 1 Rengat. *Jurnal Riset Pendidikan dan Pembelajaran*, 4(1), 56-65.
- Schmid, U., Kuechler, A., & Stadelmann, T. (2021). Deep Learning in Education: Theoretical Perspectives and Empirical Findings. *Educational Technology Research and Development*, 69(3), 421-440.
- Setiawan, R. (2019). Penulisan Naskah dalam Pembuatan Film Pendek Bergenera Drama tentang Mitos dengan Judul Film 'Jentaka'. *Jurnal Ilmiah Mahasiswa*, 1(1), 24-35.
- Setiawan, B., & Rahmawati, L. (2021). Pengembangan Model Pelatihan Menulis Naskah Film bagi Mahasiswa Komunikasi. *Jurnal Media dan Kreativitas*, 5(1), 45-60.
- Wahyudi, T., Rahayu, S., & Pratama, B. (2022). Implementasi Project-Based Learning dalam Pelatihan Menulis Naskah Film bagi Pemula. *Jurnal Pendidikan dan Seni Kreatif*, 10(1), 78-92.
- Wahyuni, S. (2021). Modul Elektronik Menulis Skenario Film Bertema Kewirausahaan dengan Perspektif Penyelesaian Ganda. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 7(1), 45-60.
- Widiastuti, R., & Nugroho, A. (2021). Implementasi Model ADDIE dalam Pelatihan Penulisan Naskah Film Berbasis Digital. *Jurnal Inovasi Pendidikan*, 8(1), 45-60.
- Yulianto, A. (2020). Peran Penulis Skenario dalam Pembuatan Film Pendek. *Jurnal FIKOM (Filkomika): Jurnal Ilmu Komunikasi*, 3(2), 105-115.