

Script for an Interactive Educational Video to Improve High School Students' Expressive and Gestural Skills

Salsa Billa Oktaria*, Dwi Kusumawardani, Deden Haerudin

Universitas Negeri Jakarta, Indonesia

Email: salsaoktaria.bci@gmail.com*, dwikusumawardani@unj.ac.id,
deden.rengga@gmail.com

Abstract

Keywords

interactive learning videos,
theater learning,
expression, gestures

Theater learning in high school plays an important role in developing students' creativity, confidence, communication, and performance skills. However, students often experience difficulties in displaying natural facial expressions and meaningful body gestures because learning is still dominated by verbal explanation and direct practice without sufficient visual media support. This study aims to describe students' initial expressive and gestural abilities, identify their learning needs, and design an interactive educational video script to support theater learning. This research used a descriptive qualitative method focusing on the analysis and design stages of media development. The research subjects were Grade XI high school students involved in Cultural Arts, particularly theater arts learning. Data were collected through observation, interviews with teachers and students, and documentation studies. The data were analyzed descriptively to formulate the needs and structure of the proposed learning media. The results show that students tend to appear rigid, lack confidence, and have difficulty expressing emotions and gestures according to character demands. The discussion indicates that interactive video media can provide concrete, repeatable, and engaging examples through expression demonstrations, gesture analysis, practice pauses, quizzes, and self-evaluation activities. In conclusion, the designed interactive educational video has strong potential to support more active, contextual, and student-centered theater learning.

INTRODUCTION

Expressions and gestures are fundamental elements in the art of theater acting because they are the main medium in conveying emotions, characters, and the meaning of stories to the audience. Expression is related to the manifestation of emotions through facial expressions, voices, and body postures, while gestures are movements that have meaning and function to strengthen the delivery of character (Berry, Lewin, & Brown, 2022). In the context of theater learning, the ability to process expressions and gestures greatly determines the quality of students' performances, because without both, the message to be conveyed in the performance becomes less optimally conveyed (Kronenburg, 2016; Lemmer, 2018; Tibayan, 2025; Xiao, 2024).

Theater learning in high school has an important role in developing students' expressive skills, creativity, and confidence. The learning process is not only oriented to the final result in the form of performance, but also to the practice process involving taste, body exercise, voice exercise, and thought exercise. Through these activities, students are expected to be able to understand characters, appreciate roles, and display expressions and gestures that are in accordance with the demands of the story (Behr et al., 2016; Burland & Pitts, 2016; Ewing, 2006; Palavan, 2017; Rojabi & Mustofa, 2021).

However, in practice, various problems are still found. Many students have difficulty displaying natural expressions and gestures. Students tend to appear rigid, lack confidence, and are unable to bring the characters to life. This condition shows that students' expression and gesture abilities are still not developed optimally. One of the factors causing this is the learning method that is still conventional, where the teacher is more dominant in giving verbal explanations without being supported by concrete and interesting learning media (Pasaribu & Sinaga, 2024; Amri & Damaianti, 2016; Hidayat & Nur, 2021; Leu & Maran, 2025; Dewi & Hayati, 2026).

In the specific context of theater learning at the high school level, students often experience difficulties in displaying natural expressions and meaningful gestures. The learning process is still frequently dominated by verbal explanation and direct practice without sufficient visual examples. As a result, many students appear rigid, lack confidence, show limited facial variation, and are unable to fully embody the characters they perform. This condition indicates that the problem is not only related to students' personal ability but also to the limited availability of learning media that can provide clear, repeatable, and concrete models of theatrical expression and gesture (Berge & Kleppe, 2022; Kronenburg, 2016; Wiarsih, 2016; West, 2022; Yunus et al., 2013).

Previous studies have shown that observation, modeling, and multimedia support are important in skill-based learning. Bandura's social learning theory explains that students learn effectively through observing and imitating models, while Mayer's multimedia learning theory emphasizes that combining visual and auditory information can improve understanding. Zhang, Zhou, Briggs, and Nunamaker (2006) found that interactive video can improve learning effectiveness and learner satisfaction when compared with non-interactive or conventional learning settings. Papadopoulou (2016) also demonstrated that interactive video-based learning can support self-paced learning and student engagement. These findings suggest that interactive video has strong potential to support theater learning, particularly in helping students observe and practice expressions and gestures.

However, previous studies on interactive video have mostly focused on general e-learning, science education, or cognitive learning outcomes, while studies that specifically examine interactive video design for theater expression and gesture learning remain limited. In many theater learning practices, media development has not yet been systematically designed based on students' actual learning needs. Existing learning videos are often passive because students only watch the material without structured interaction, practice pauses, feedback, or evaluation. This creates a research gap regarding how interactive video media can be designed to support expressive and gestural skill development in high school theater learning.

The urgency of this research lies in the need to transform theater learning from teacher-centered explanation into more participatory and experiential learning. Expression and gesture are practical skills that cannot be mastered only through verbal instruction; they require repeated observation, imitation, correction, and performance practice. Without appropriate media, students may continue to experience difficulty in understanding emotional expression, character movement, stage presence, and confidence. Therefore, an interactive learning video is needed as a bridge between teacher explanation and student practice, allowing learners to repeatedly observe examples and actively respond to learning tasks.

The novelty of this research is found in the design of an interactive educational video script specifically developed to improve high school students' expressive and gestural skills in theater learning. Unlike ordinary instructional videos, the proposed media integrates visual demonstrations, expression examples, gesture analysis, interactive questions, practice pauses, independent exercises, and simple evaluation features. The video is also designed based on Discovery Learning principles, encouraging students to observe, analyze, verify, and practice

theatrical expression and gesture. This makes the product more contextual, skill-oriented, and suitable for arts education.

This research aims to describe the initial condition of students' expression and gesture abilities, identify the learning needs in high school theater education, and design an interactive learning video script that can support the improvement of students' performance skills. The study focuses on the analysis and design stages because the media is still in the development process. Through this focus, the research provides a foundation for producing interactive learning media that is pedagogically relevant, visually concrete, and aligned with the characteristics of high school students.

The contribution of this research is both theoretical and practical. Theoretically, the study enriches the discussion of multimedia learning, social learning, and theater pedagogy by connecting interactive video design with expressive and gestural skill development. Practically, the research provides a media design model that can be used by cultural arts teachers to make theater learning more engaging, concrete, and student-centered. The script can also become a reference for developing interactive learning videos using platforms such as Lumi H5P or other digital media tools.

The objectives of this research are to identify students' difficulties in expressing emotions and performing gestures, analyze the need for visual and interactive learning media, and formulate a structured script for an interactive educational video in theater learning. The benefits of this research are expected to be felt by students, teachers, schools, and future researchers. Students can gain clearer examples and more opportunities to practice; teachers can obtain alternative media to support theatrical instruction; schools can encourage innovation in arts learning; and future researchers can continue the study into expert validation, implementation, and effectiveness testing of the developed interactive video media.

METHOD

This research employed a descriptive qualitative design focused on the analysis and design stages of developing an interactive educational video for theater learning. The study was conducted to identify students' expressive and gestural learning problems and to formulate an appropriate media design based on their learning needs. The population of this research consisted of high school students involved in Cultural Arts, particularly theater arts learning. The research sample was Grade XI high school students who experienced difficulties in expressing emotions, performing gestures, and building confidence during theatrical practice. The sampling technique used was purposive sampling because the participants were selected based on their direct involvement in theater learning and their relevance to the research focus.

The research instruments consisted of an observation sheet, interview guidelines, documentation checklist, and media design validation indicators. The observation sheet was used to assess students' initial expressive and gestural abilities during theater practice, including facial expression, body posture, hand movement, eye contact, vocal expression, and confidence. Interview guidelines were used to collect information from students and teachers regarding learning obstacles, media needs, and expectations for interactive learning videos. Documentation was used to support data related to the learning process, teaching materials, and theater practice activities. Instrument validity was ensured through expert judgment by theater education and learning media experts, while data reliability was strengthened through triangulation of observation, interview, and documentation data.

The data collection procedure began with preliminary observation of theater learning activities to identify students' initial problems in expression and gesture. After that, interviews were conducted with teachers and students to explore learning needs and obstacles in more depth. Documentation studies were then carried out to collect supporting data related to the learning context. The collected data were analyzed descriptively using qualitative data analysis

techniques, including data reduction, data presentation, and conclusion drawing. The analysis results were used as the basis for designing the interactive learning video script. The research may use Microsoft Word for transcription and script preparation, Google Forms or digital sheets for organizing observation and interview data, and Lumi H5P as the recommended software platform for developing interactive video elements in the next stage of media production.

RESULTS AND DISCUSSION

Early Conditions of Theater Learning

Based on the results of observations, theater learning in the classroom is still dominated by verbal explanation methods followed by direct exercises without adequate learning media support. In practice, most students are not able to display expressions and gestures optimally. The body movements displayed tend to be rigid, facial expressions are less varied, and there is still a lack of confidence when students appear in front of the class.

These findings were reinforced by the results of interviews with students who stated that they often experienced confusion when asked to express certain emotions, because they did not have a clear picture of the form of expression that should be displayed. On the other hand, teachers revealed that the limitations of learning media are an obstacle in providing concrete examples to students.

Based on these findings, it can be concluded that the low ability of students' expression and gestures is not only caused by individual factors, but also influenced by the lack of visual stimulus in the learning process.



Figure 1. Students Display Angry Expressions and Gestures

Learning Needs Analysis

Based on the initial conditions found, there are several main needs in theater learning, namely:

- 1) the availability of media that is able to display examples of expressions and gestures clearly and repeatably,
- 2) more interesting and varied learning, and
- 3) a means that allows students to learn independently outside of class hours.

The results of the analysis show that students need a learning model that can be observed directly, so that they can imitate and practice expressions and gestures better. In this context, video media has the advantage of being able to present visual and motion elements in a concrete way. In addition, the use of audio-visual-based media can also help improve students' understanding compared to verbal explanations alone.

Interactive Learning Video Planning

Based on the results of the needs analysis, an interactive learning video media was designed that focused on developing students' expression and gesture skills in theater. The video is organized with several main components, namely:

- 1) presentation of examples of basic expressions such as angry, sad, happy, and surprised,
- 2) demonstration of body gestures that correspond to the character,
- 3) practical exercises that encourage students to imitate and explore expression, as well as
- 4) The elements of interactivity are in the form of practice breaks, hands-on instruction, and simple evaluations.

In its implementation, students are not only watching videos, but also directed to practice the movements and expressions displayed. In addition, learning activities are also complemented by group exercises in the form of short appearances to improve interaction between students, as well as providing feedback from teachers as a form of formative evaluation.

The design of this video is adapted to the characteristics of high school students who tend to be more interested in dynamic visual media, so it is expected to increase student involvement in the learning process.

Manuscript

Interactive Learning Video Media Script Program Identity

Components	Remarks
Video Categories	Interactive Learning Videos
Objectives	High School Students Class XI
Subjects	Cultural Arts (Theatre Arts)
Class/Semester	XI / Odd
Title	From Rigid to Expressive: Learning Theater Expression and Gesture Skills
Subject Matter	Expression and Gesture in Theatre Arts
Sub-Material	<p>TOO MUCH INFORMATION</p> <p>Definition of expression in theater</p> <p>Definition of gestures in theater</p> <p>Functions of expression and gestures in acting</p> <p>Techniques for developing facial expressions</p> <p>Elements of expression:</p> <p>Facial expressions</p> <p>Voice intonation</p> <p>Articulation</p> <p>Volume</p> <p>Character Impersonation</p> <p>Techniques for developing body gestures</p> <p>Gesture Elements:</p> <p>Body posture (posture)</p> <p>Hand movements</p> <p>Eye contact</p> <p>Space/stage dominance</p> <p>Confidence when performing</p> <p>Analysis of expressions and gestures in theater scenes</p> <p>The practice of applying expressions and gestures in the role of characters</p>

Special Competencies (Video Indicators)	<p>After watching the video, students will be able to:</p> <p>Explain the concept of expression and gesture in theater arts. (in detail to how minute2)</p> <p>Identify elements of expression which include facial expressions, intonation, articulation, volume of voice, and character characterization.</p> <p>Identify the elements of gestures which include body posture, hand movements, eye contact, spatial control, and confidence.</p> <p>Analyze the suitability of expressions and gestures with the characters being played.</p> <p>Practice facial expressions, intonation, and articulation according to the character's character.</p> <p>Practice body gestures that support the character and situation of the scene.</p> <p>Perform simple scenes by combining expressions and gestures precisely and convincingly.</p>
Learning Model	<i>Discovery Learning</i>
Media	Interactive Learning Videos
Duration	10–15 minutes
Scriptwriter	Billa Oktaria Sauce
Material Reviewer	Dr. Deden Haerudin, S.Sn., M.Sn
Media Analyst	Moh. Adning, Ph.D.

Synopsis

This interactive learning video is designed to help high school grade XI students understand and develop expression and gesture skills in theater through observing, analyzing, and practicing various acting techniques. The material presented includes the concept of expression and gestures, elements of expression in the form of facial expressions, intonation, articulation, voice volume, and character characterization, as well as elements of gestures that include body posture, hand movements, eye contact, spatial mastery, and confidence when performing. Through the presentation of material that is packaged interactively with examples of acting, technical demonstrations, exercises, and simple evaluations based on *Discovery Learning*, students are expected to be able to display characters in a more lively, communicative, and convincing way in role-playing activities and theater performances.

Table 1. Interactive Learning Video Media Script Program Identity

Yes	Competencies	Material Points	Learning Objectives	Bibliography
1	Explain the concept of expression in theatre arts	<p>Definition of expression</p> <p>Expression function in acting</p> <p>Elements of expression (facial expressions, intonation, articulation, volume of voice, soul)</p>	<p>Students are expected to be able to:</p> <p>Explain the meaning of expression in theater arts.</p> <p>Identify the function of expression in acting.</p> <p>Explain the elements of expression that support the character's appearance.</p>	High School Culture Book Class XI; Theatre Arts Module
2	Explaining the concept of gestures in theatre	<p>Definition of gestures</p> <p>Gesture function in acting</p> <p>Elements of gestures (body posture, hand gestures, eye contact, spatial control, confidence)</p>	<p>Students are expected to be able to:</p> <p>Explain the meaning of gestures in theater arts.</p> <p>Identify the function of gestures in performance.</p>	High School Culture Book Class XI; Theatre Arts Module

			Explain the elements of gestures that support the character's character.	
3	Analyze the use of expression and gesture in theater scenes	Facial and vocal expression analysis Analysis of gestures and eye contact Compatibility of expressions and gestures with characters	Students are expected to be able to: Identify the use of expressions and gestures in a scene. Analyze the suitability of expressions and gestures with the character's character. Conclude the role of expressions and gestures in building the meaning of performance.	Theatre Arts Module
4	Practicing expression skills in acting	Facial expression exercises Intonation and articulation exercises Character Psychology Training	Students are expected to be able to: Displays facial expressions according to the character's emotions. Use clear intonation and articulation. Displays the soulfulness that matches the character being played.	Theatre Arts References
5	Practicing gesture skills in acting	Body posture exercises Hand gesture and eye contact exercises Space mastery and self-confidence exercises	Students are expected to be able to: Displays body postures that support the character. Use proper gestures and eye contact. Show confidence when performing in front of an audience.	Theatre Arts References
6	Evaluate the use of expressions and gestures in theatrical performances	Expression assessment criteria Gesture assessment criteria Reflection and appearance improvement	Students are expected to be able to: Assess the use of expressions and gestures in the appearance of oneself and friends. Identify the strengths and weaknesses of appearance. Provide suggestions for improvement based on the results of the evaluation.	Theatre Assessment Rubric

Source: Researcher's design based on theater learning needs analysis, 2026.

Interactive Learning Video Script

Table 2. Competencies, Material Points, Learning Objectives, and References

Yes	Visuals (Assets / Graphics / Animations)	Audio (Narration/Dialogue/SFX)	Interactivity (Buttons/Actions)
1	[VIDEO MAIN COVER] Graphic background of a magnificent theater stage with <i>spotlight</i> lighting.	[<i>THEATRICAL INSTRUMENT MUSIC - MAJESTIC & DYNAMIC</i>] Voice Over: Animated title text appears:	The main interactive button flashes up: [START LEARNING]
		"Welcome to the Cultural	

	From Rigid to Expressive: Theater Expression and Gesture Skills	Arts Interactive Learning Video, the branch of Theater Arts for the eleventh grade of high school!"	
	Identity text: Salsa Scriptwriter Billa Oktaria and the review team		
2	[INTRO PRESENTER] The presenter (Deon) stands in the middle of a mini theater studio or classroom stage room. <i>A lower-third text graphic appears: "Subject Matter: Expression and Gesture in Theatre Arts".</i>	<i>[BACKGROUND MUSIC UNDER/DIMMED]</i> Present: "Hello eleventh-grade creative friends! Have you ever watched a theater performance and felt that the character is very rigid like just reading a text? Or conversely, have you ever been amazed to see an actor whose emotions are so real that they make the audience drift in the story?"	The interactive system provides manual transition control to the user via the navigation arrow buttons.
3	[DISCOVERY STAGE 1: STIMULATION] The screen shows two separate video footage (<i>Split Screen</i>). - Left Actor (Rigid): Standing upright, reading dialogue sentences "WHERE ARE YOU GOING?" Angry with a flat face with no expression. (Left actor pauses) (Right Actor) - Right Actor (Expressive): Eyebrows furrowed, eyes widened, breathing hunting, hands clenched strongly, body leaning forward when speaking. "WHERE DO YOU WANT TO GO?" "Which actor has his angry emotions managed to reach the hearts of the audience?"	Present: "Let's make preliminary observations. Pay close attention to the two on- screen demonstrations of the actors. Both of them bring the same dialogue sentences. Try to analyze, which show has its angry emotions managed to reach the hearts of the audience?"	[INTERACTIVE OPTIONS MENU] Users are required to choose a direct answer by clicking on the screen area: - <i>Button: Select Left Actor</i> - <i>Button: Select the Right Actor</i>
4	[BASIC CONCEPT OF EXPRESSION & GESTURES] If the user selects 'Right Actor' -> The text <i>'TRUE!'</i> <i>appears</i> accompanied by the sound of digital confetti. The graphic text of the material appears aesthetically:	<i>[SFX: CHIME/TRUE]</i> Present: "That's right! The right actor is able to bring the stage to life because it maximizes facial expressions, vocal strength, and body gestures that support the scene situation. This is the main	The user clicks on the menu icon to go into the deepening of the elements of the main material.

	<p>- Expression: The expression of the characters' feelings, souls, and emotions through their faces and vocals.</p> <p>- Gestures: Meaningful movements of the actor's entire body to strengthen the character.</p> <p>2 text boxes: EXPRESSION GESTURE (can't click gesture)</p>	<p>function of expression and gesture in the role of the character."</p> <p>"Let's learn about Expression, let's go!"</p>	<p>The user clicks on the text Expressions/Gestures.</p> <p>User Click on Expression Text</p> <p>Can't click gesture text</p>
5	<p>[ELEMENTS OF EXPRESSION & VOCAL TECHNIQUE]</p> <p>The visual shows a <i>close-up</i> of the actor's facial changes (happy, angry, afraid). Visual A dark studio background or stage with spotlights. In the middle of the screen appears the actor (close-up of the face). Actors demonstrate 3 emotions in order: 😊 Happy 😡 Angry 😨 Fear The transition between emotions is about 2 seconds.</p> <p>Motion Graphic When the face changes: A small print appears: ✔ Eyebrows ✔ Screen ✔ Lips ✔ Facial muscles Animated arrows point to the changed parts of the face. For example, when angry: Eyebrows Drop sharp eye Tightened lips</p> <p>"Facial expressions are one of the important elements in acting."</p>	<p>Presenter (VO):</p> <p>"To develop facial and vocal expression techniques, you must master these five elements. The clarity of the articulation of the letters, the dynamics of intonation, the precision of the volume of the voice, and the depth of the character's soul are the main keys."</p> <p>"Facial expressions are one of the important elements in acting."</p>	<p>[INTERACTIVE E-LEARNING FEATURE]</p> <p>Users can click on each of the 5 wheel elements to listen to an audio demonstration of vocal differences and soulfulness.</p>

Next to it appears an interactive wheel chart of the elements of expression:

INTERACTIVE WHEEL

The visual shifts to the right. On the left is the actor's face. On the right appears the interactive wheel. Shape like a circle with 5 buttons.

(DISPLAY)

- INTONATION

ARTICULATION -VOLUME

- EXPRESSION

- SPIRITUALITY

Each button is a different color. When the cursor approaches:

✦ button illuminates.

3 video boxes appear.

SENANG | MARAH | T

Each of them contains a video of the actor

NARRATIVE:

"Facial expressions help the audience understand the emotions of the characters."

User click:

😊 Facial Expressions:
Changing visuals
3 video boxes appear.

"Facial expressions help the audience understand the emotions of the characters."

6	<p>[ELEMENTS OF GESTURE & STAGE]</p> <p>The camera takes a wide angle of view (<i>Full Shot</i>).</p> <p>An animated arrow line appears pointing to the actor's movements:</p> <ul style="list-style-type: none"> - Body Posture (Posture) - Hand Movements - Eye Contact - Space/Stage Mastery - Confidence 	<p>Present:</p> <p>"Not only the face, our entire body is a means of communication! Body posture, hand movements, eye contact, and the ability to master the stage space will emphasize the character's character. All of these gesture elements can be maximized if you have strong confidence when performing!"</p>	<p>[INTERACTIVE GAME ACTIVITY]</p> <p>Users are asked to complete the emotion matching challenge by dragging (e.g. 'Arrogant') to an image of an actor's body silhouette with a puffed chest posture.</p>
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7	[DISCOVERY STAGE 2: DATA PROCESSING & ANALYSIS] Featuring a 45-second short theatrical scene: A miserly aristocrat confronts the commoners. The camera highlights the sharp gestures of the hand moving from the waist and the eye contact subduing the interlocutor.	[TENSE/MYSTERIOUS BACKGROUND MUSIC] Presenter (VO): "Now, let's test your analytical skills. Observe the following short scene. Analyze the suitability of the nobleman's facial expressions and body language with his character!"	Auto-pause <i>video</i> at the end of the scene to bring up an evaluation analysis quiz.
8	[EVALUATION INTERACTIVE QUIZ] The screen dims slightly and displays the analysis question sheet: Question: Based on the analysis of the gestures of the hands at the waist and the sharp downward eye contact of the nobleman, it shows...	[SOUND EFFECT: TICK TOCK TIMER]	Interactive Answer Options (Required): A. Deep compassion and sadness B. Arrogance and domination of power C. Decision making confusion
9	[VERIFICATION & FEEDBACK QUIZ] - If you select B: The screen lights up green, a large tick icon and applause audio appears. - If you select A/C: The screen lights up red, providing feedback on material correction reviews.	[SFX: SUCCESS/APPLAUSE] Present: "Amazing! Your analysis is very observant. The physical movement and arrangement of the stage space instantly explain the social status and arrogance of the characters' characters even before the words are spoken!"	The navigation buttons light up flashing: [GO TO INDEPENDENT PRACTICE]
10	[PRACTICE GUIDE & SELF-EVALUATION] The screen brings up two digital functional panels: - Left Side: The self-practice step instructions feature simple scenes combining expression and	Present: "Now it's your turn to express yourself! Practice simple scenes by convincingly combining elements of facial expressions, vocals, and body gestures. Use the	There are two active functional buttons: 1. [DOWNLOAD THE ASSESSMENT RUBRIC (.PDF)] 2. [UPLOAD VIDEO FOOTAGE OF

	gestures. - Right Side: Theater Assessment Rubric sheet format.	interactive assessment rubric on the side to evaluate your strengths and weaknesses."	PRACTICE]
11	[OUTRO/PRODUCTION CREW CREDIT] Summary of the conclusion points of the animated material on the screen. Production crew credits roll up (<i>Crawl Up</i>): - Screenwriter: Salsa Billa Oktaria - Material Reviewer: Dr. Deden Haerudin, S.Sn., M.Sn - Media Reviewer: Moh. Adning, Ph.D.	[<i>CLOSING MUSIC - INSPIRATIONAL & PASSIONATE</i>] Present: "Theater is a mirror of life. So never be afraid to express yourself, let go of your body gestures, and turn every stiff performance into a lively and expressive theatrical work! I'm Salsa Billa Oktaria, creative greetings, see you soon!" [<i>BUMPER OUTRO UP MUSIC – FADE OUT</i>]	An interactive end menu button appears: - [REPEAT VIDEO] - [DONE/OUT]

Source: Researcher's compilation based on the Grade XI Cultural Arts book and theater arts modules, 2026.

PROGRAM LUMI H5P

- There Must Be A Video
- model/development. the product/system
- Must be a Certified Teacher (Must Be a Certified Teacher)
- Media reviewer (lecturer of Educational Technology) content and media is correct??
- Is it better to be all AI or do I have to shoot?

Pre-production order

- Key script first (don't touch the camera before the script matures), throw away 2 tokens/money
- Budgeting

PRODUCTION

- Adobe/Sstock/AI (But
- There Must Be Ethics (Permission If There Are Faces That Will Be Exposed)
- On Youtube Creativecommand

FIRST MANUSCRIPT

Video Made

Di Generate To AI

In The Per8detik Of The Capcut/Etc.

Enter The Room

POST-PRODUCTION

- Video is still passive
- It was just created on the LUMI H5P to be interactive.

The learning strategy must be prepared

- Is it better to be all AI or do I have to shoot?
- What are the interactive things like, for example?
- For the thesis has not yet reached the evaluation to get to the lumi. So it was only until The Development Is In The Production, Script/Story Board. For The Product To Be Able To Go To Experts
- Design Learning Objectives - The First Step Of Needs Analysis - Meet New Problems Designed
- Manuscript
- Expert Validation
- Preparing The Materials
- Record Video
- Input Interactive Elements
- Expert Validation
- Implementation

The results of the study show that the main problem in theater learning, especially in the aspects of expression and gestures, is related to the lack of use of media that is able to provide a concrete learning experience. So far, learning focuses more on verbal instruction without being supported by adequate visual examples, so that students have difficulty internalizing appropriate expressions and gestures.

These findings reinforce that in learning skills such as theater, the existence of a model or example is essential. Without observable examples, students tend to have difficulty understanding and practicing abstract concepts, such as emotional expressions and body language.

The design of interactive learning videos in this study is one of the alternative solutions to bridge these needs. Through videos, students can see firsthand how expressions and gestures are displayed, then imitate and develop them gradually. Thus, videos serve as a link between the teacher's explanation and the student's practice.

In addition, the interactivity element inserted in the video provides an opportunity for students to be actively involved in the learning process. This involvement is important to increase students' courage, confidence, and expressive abilities. Learning is no longer one-way, but has become more participatory and student-centered.

Thus, the results of this study show that the development of interactive learning video media has significant potential in overcoming theater learning problems, especially in improving students' expression and gesture skills. This media not only helps clarify the material, but also encourages the active involvement of students in the learning process.

CONCLUSION

Based on the results of the research, it can be concluded that students' expression and gesture skills in theater learning in high school are still relatively low. This is shown by the tendency of students to appear rigid, less varied in expressing emotions, and not able to live character optimally. This condition is not only influenced by internal factors of students, but also by the learning process that is still dominated by conventional methods without the support of the media that is able to provide concrete examples. The identified learning needs show that students need media that can present examples of expressions and gestures clearly, attractively, and can be repeated according to learning needs. In addition, more interactive learning and allowing active involvement of students is also an important need in improving acting skills.

In an effort to answer these problems, an interactive learning video media was designed that contains examples of basic expressions, gesture demonstrations, and practical exercises equipped with elements of interactivity. This design is expected to be able to provide a more concrete, interesting learning experience, and encourage students to be more active in developing expression and gesture skills in theater learning. Based on the findings of this study, it is recommended for cultural arts teachers, especially in the field of theater, to utilize visual and interactive learning media to support a more effective and contextual learning process. For schools, the results of this research can be a consideration in providing facilities and support for the development of innovative learning media. Meanwhile, for future researchers, it is recommended to continue research at the implementation and evaluation stages to test the effectiveness of interactive learning video media in improving students' expression and gesture abilities more broadly.

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