

Increasing the Diversity of Television Program Final Projects with Thematic Analysis Methods in the Polimedia Broadcasting Study Program

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Abstract. The broadcasting study program has a large number of students but has not been accompanied by diversity in the types of work. Therefore, we need a method that can be used by students to make it easier to determine the type of work to be made. Thematic analysis is a method developed to categorize a television program's work. This categorization is based on Plot, Style, Character, and Mood. The methods used in developing this thematic analysis include conducting literature studies related to mapping audio-visual programs, adapting the thematic analysis from Bogs and Patrie so that it can be used in television programs, formulating categorization questions, material testing, FGD to ensure the method can be used for all program categories. This categorization is the first step for mapping previously made works so that future works are different from previous works. If calculated, by categorizing through thematic analysis, 2,520 different types of programs will be obtained. Thus, thematic analysis can increase the diversity of works. This method can not only be used for student final project work but can also be used to categorize television programs currently airing so that it will foster the diversity of television program works. This research also contributes as a television program categorization method that can analyze television programs without separating production techniques and the message to be conveyed by the creator of the work.

Keywords: Thematic Analysis Methods, Television Program, Diversity

1 Introduction

Broadcasting Study Program is one of the study programs with the largest number of students at the State Polytechnic of Creative Media (Polimedia). In the last 4 years, the broadcasting program has had more than 150 students per batch. Thus, the number of final assignments from students will also increase. The increasing number of works must coincide with the high diversity of the final project work. The first step is to increase the diversity of the final project work by mapping the previous year's final project through a categorization. Thus, it is possible to enumerate the existing variants.

Television programs are programs that are specially packaged for television. Characteristics generally consist of several segments, among which there are slots for advertisements. The television program is the result of sound and image coverage that is compiled into an audio-

visual program and disseminated to the public through media in the form of audio-visual or television program formats [1].

Previously, there had been categorization in television programs, including through program format, approach in program production [2] [3], genre [4], television viewing habits [5], content producer area [6] and many more.

In previous studies, categorization was made by separating content and production techniques. The message of a program is highly dependent on the content and production techniques. Thus, the content and production techniques are analyzed continuously to find out the message comprehensively.

At the global level, globalization should play a big role in the variety of television programs. Globalization allows programs to spread to all parts of the world. As a result, a television program can contain the same ideas from one television to another [6] [7]. Thus, although globalization has the opportunity to build a diversity of works, on the other hand, globalization allows content creators to copy ideas from each other so that the works produced tend to be the same. The results of previous studies, there are similarities in content owned by Korean and Chinese television programs [6]. The Korean new wave had an impact on content production in China and various countries around the world. In fact, the diversity of works is very important for the community because, with the diversity of content, the audience will get new entertainment, new perspectives, and increasingly diverse discourses discussed by the public.

To answer these challenges, thematic element analysis (element themes) of students' final assignments can be carried out. A thematic Element is an approach developed by Boss & Petrie [8]. To answer these challenges, thematic element analysis (element themes) of students' final assignments can be carried out. A thematic Element is an approach developed by Boss & Petrie. Thematic Elements was created to analyze a film [9] [10]. Thematic Element refers to the main focus of the film. The four major elements include : (1) Plot ; (2) Emotional/mood effect ; (3) Characters ; (4) Styles .

All television programs have narrative elements so that they can be analyzed through thematic analysis. In addition, it has a technical aspect that is not much different from the film. Thus, the researcher believes that the approach in the film can be adapted to read messages in audio-visual form. This study adapts the thematic analysis to categorize the final project of television programs in broadcasting study programs.

In contrast to previous studies, where the films analyzed have a similar narrative structure so that they can be analyzed directly. In this study, the analysis of television programs with a new paradigm adjusts the form of various television programs so that adaptation is needed to the thematic analysis approach. Adaptations are made in the form of adjustments to plot elements, style, and emotional or mood effects.

In addition, the thematic analysis approach that was built as a paradigm for creating new television program works takes into account the aspects of compliance with applicable regulations in Indonesia. This is done through compliance with applicable broadcasting laws. Thus students can create appropriate works to the regulations that pass in Indonesia. This thematic analysis has the opportunity to be used to analyze television programs in general so that it can be a reference for television program makers to enrich their program variants through this method.

2 Research Methods

This research began by collecting video material for the final project of television programs from 2019 to 2022. Then, do a literature study on the categorization of television programs. Program analysis is based on thematic elements, namely the plot or program content, production techniques, the mood that is built through the program, and the characters in the program. In this study, the plot is different from the plot analyzed by Boggs & Pertie [8].

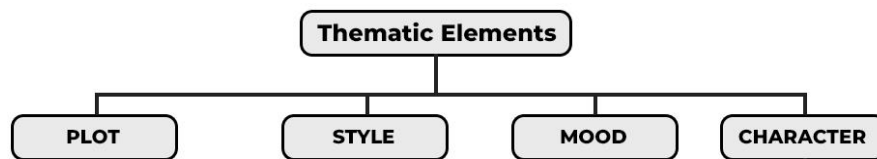


Figure 1. Thematic Element Boggs and Pertie

In this study, the plot consists of two aspects, namely the issue of video content and program format. Style is defined as a production technique used by creators to present messages from video content. The mood is defined as describing the emotional effect of a video. A character is a person who appears to convey a message to the audience. After that, material testing is carried out to ensure that this method can categorize the final project. This study also tries to calculate the program variations that can be generated with the probability calculation scheme using the independent event formula. Based on this formula, the calculation of diversification in a broadcast program can be calculated as the maximum number for each combination of predetermined variables. The results of these calculations provide the variety that is the goal of this study.

Table 1. Independent Event Formula

$$P(A \cap B) = P(\text{Topic}) \times P(\text{Program Format}) \times P(\text{Style}) \times P(\text{Mood/Character})$$

3. Result and Discussion

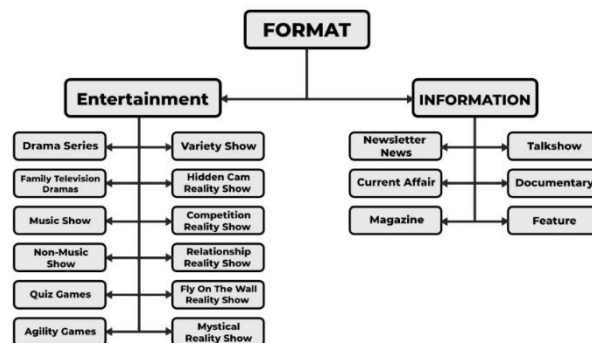


Figure 2. Program Television Format

Analysis related to theme elements is used in a film and is built with the four elements described previously [8] [9] [10]. Based on the results of the analysis of the final project of the Broadcasting Study Program in 2018 to d. 2022, it is found that the process of forming a theme in television broadcast programs is influenced by two poles of different program format categories, namely information, and entertainment (**figure 2**). The information format contains mostly news, talk shows, documentaries, and other special programs that are factual and actual. Meanwhile, the entertainment format is more focused on the dramatic and entertaining side where there are dramas, music, game shows, variety shows, and reality shows.

On the Bogs and Partie [8] plot theme elements, the Plot is defined as the sequence of events in the film. Thematic elements of the television program plot are adapted to the issue or topic and the format of the program. Issues and topics need to be analyzed to maintain the sustainability of the program. The issue is the main idea in building messages on broadcast programs. These issues (**figure 3**) are categorized into areas of life, such as economics, society, politics, arts and culture, technology, health, religion, and others that are relevant to the categories commonly used in society.

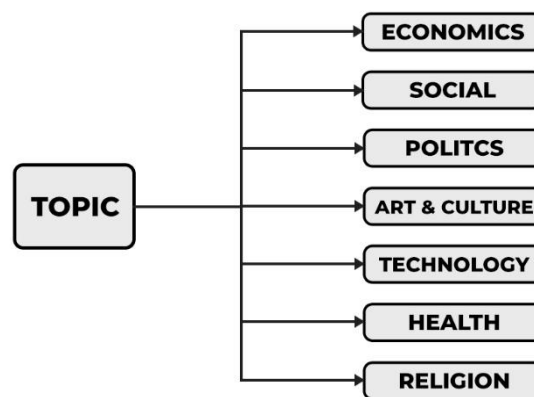


Figure 3. Issues / Topics

Issues are created by selecting one field or two fields. For example, in the field of political economy. This field will be internalized as the main idea of the program maker which will later be expressed in a broadcast program concept. The selection of issues is the first step in diversifying the work of the final project in the Polimedia Broadcasting Study Program.

The second element is related to the style or program style. This style is categorized by age classification. Based on these classifications, the authors categorize styles based on four age groups. The second element is related to the style or program style. This style is categorized by age classification. Based on these classifications, the authors categorize styles based on four age groups. Pre-school children (P) ages 2-6 years, children (A) ages 7-12 years, adolescents (R) ages 13-17 years, adults (D) ages over 18 years, and all ages (SU) for at least 2 years. This grouping is by the Regulation of the Head of the Indonesian Broadcasting Commission Number 1 of 2012 concerning Guidelines for Broadcasting Conduct. Grouping based on age is done with the assumption that age will have a major influence on the production techniques used in television programs. Children's programs have a different approach to adult programs. This difference relates to the shooting pattern, sound, color, editing style, and production techniques

used. Children's programs tend to be more attractive in color, sound, and image capture. This is to provide a dynamic effect in program viewing. Dynamic effects are needed so that children don't get bored quickly. Thus, style is closely related to the audience of the program.

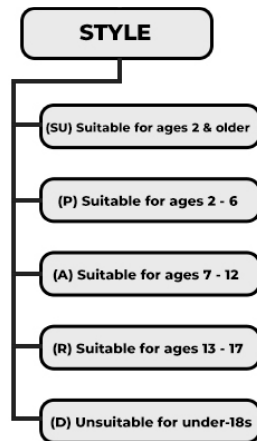


Figure 4. Style

Furthermore, the third element is related to the mood or effect to be caused by a television program. This mood element becomes an important part of directing television broadcast programs. Mood based on the analysis of the elements of this theme is classified into four types, including newsy/inspirational, happy, sad, and scary (Figure 4). The newsy/inspirational mood builds an inspiring atmosphere for the information conveyed. A happy mood is built with a happy atmosphere and is generally full of positive energy. A sad mood is built with a sad mood, showing the subject's difficulties or inferiority. A scary mood is built to describe a tense image to television viewers.

The last element is character. Character is closely related to mood. The character can support the mood that the programmer wants to build. If the mood is attached to the atmosphere of the content raised, then the character takes a deeper look at the figure who is the character in the program. It could be a presenter, host, or master of ceremony who leads the course of the content of a television broadcast program or a subject that has a story in a television program.

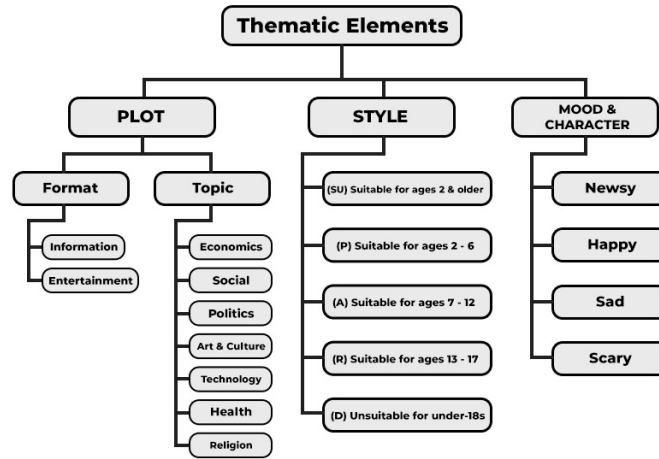


Figure 4. Thematic Elements

The stages of selecting this theme can be implemented in the making of the program format. The first stage is choosing the format of the broadcast program, the second stage is choosing the issue, the third stage is choosing the style, and the fourth stage is choosing the mood and character. These four variations are steps to map verified content in the final project of the Broadcasting Study Program. For example, if you choose a feature program format, it can be combined with social and style issues for teenagers with happy moods and characters. So if you want to do diversification, you can change on the social issue side to become an issue of art and culture, adolescent style to become an adult, or happy mood and character to become newsy. . Then the formulation of the determination of the program format based on the analysis of the elements of the theme can be conveyed as follows:

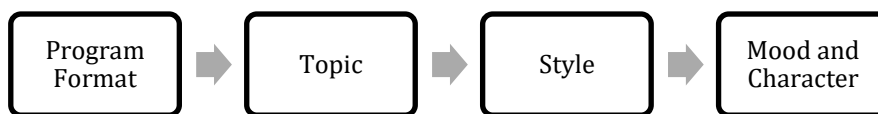


Figure 5. The stages Analysis Thematic

Programs can be seen through a variety of opportunities. The probability formula is $P(A \cap B) = P(\text{Topic}) \times P(\text{Program Format}) \times P(\text{Style}) \times P(\text{Mood/Character})$. The result is **2,520** diversified broadcast program combinations. This combination will make it easier for students to make variations of the final project.

3.1 Program Format Diversification

If made in the form of a matrix, the thematic analysis can be delivered as follows:

In building a television program format, it is possible to combine the elements of the theme and the format of the existing television program. The program format has two main categories, namely information with 6 sub-categories and entertainment with 12 sub-categories. So from the beginning, the determination of the program format had 18 diversified broadcast programs. This is the first step in determining the direction and purpose of the message to be conveyed to the public through broadcast programs.

If you have chosen one of the 18 broadcast program formats, then the next analysis is to choose based on the theme elements. In the elaboration of the theme elements in the previous discussion, there are four stages, namely the issue selection stage, the style selection stage, the mood selection stage, and the character selection stage. In the selection of issues, they are classified based on areas that are closely related to people's lives. The authors divide these groups into 7 main issues, economics, social, politics, arts and culture, technology, health, and religion. This issue can develop according to market needs and demands in broadcasting a message through broadcast programs. In addition, each issue can be re-diversified with the existing objects on the issue. So in mathematical calculations, in this issue, there are more than 7 variants. The author is currently only limiting the issue of fields, not detailing the objects to be selected. The next stage is the selection of styles based on the age group, which has 4 choices, including Pre School (P), Children (A), Adolescents (R), Adult (D) and Suitable All Ages (SU). The four groups will reflect the production technique.

After the style, the next step is to determine the mood of the broadcast program development. This mood development is a series from beginning to end which has 4 groups, namely newsy/inspirational, happy, sad, and scary. The author chooses these four groups based on the results of the analysis of the final project that uses a limited mood in that area. However, this does not rule out the possibility that this mood can be a mixture of one or two groups, such as newsy which has a happy spice so that it provides opportunities for more mood variations. If you only use a combination of two groups, then the selection of mood variations can reach 5 choices plus 4 initial choices for a total of 9 mood choices.

In line with the mood, character development also has 4 options, namely newsy/inspirational, happy, sad, and scary. This character development is the role of the presenter, either voice-over, presenter, or host on the program. Unlike the mood that can combine two groups, this character cannot have two different characters in one person. However, if you have more than one host, it is possible to play different characters. The goal is that mood-building can be carried out in harmony with the character of the host.

The diversity of works which is a problem for Polimedia students can be solved through thematic analysis methods. For Polymedia students, thematic analysis was able to produce more than 2,500 new programs that differed in terms of topics, program formats, and technical approaches to program production.

On a larger scale, thematic analysis can increase the diversity of works that are a problem at the global level [6] [10]. Authors of works can choose program categorizations according to issues that are rife in the framework of issues contained in the thematic analysis. In addition, there is a choice of program formats, both information, and entertainment. The approach in production can be improved according to the style of the target audience. Production techniques that can be adapted to each audience's needs according to the age level chosen. Various moods can be presented differently and can be supported by the support of characters that appear to strengthen these moods. The theme elements that are developed may still be added to categories so that the scope of the variety of content is even greater.

Tabel 2. Program Format Matrix with Thematic Elements

Topic	Format	Style	Mood/Character
Ekonomi	News Bulletin	Pre School	Newsy/inspirational
Sosial	Talk Show	Children	Happy
Politic	Documentary	Adolescents	Sad
Art and Culture	Current Affairs	Adults	Scary
Technology	Feature	Suitable All Ages	
Health	Magazine		
Religion	Drama Series		
	FTV		
	Music Performance		
	Performance		
	Quiz		
	Games		
	Variety Show		
	Reality Show Hidden Cam		
	Reality Show Competition		
	Reality Show Relationship		
	Reality Show Fly on The Wall		
	Horror Reality Show		

4. Conclusion

Based on the discussion above, the process of determining a final project can be diversified through theme elements. The construction of the broadcast program format is combined with four stages in determining the theme elements, namely issue, style, mood, and character. This determination is built based on the choice of each student who will make a broadcast program. It is noted from the results of the analysis, that there are opportunities for diversification to reach 4,536 combinations of formats and theme elements. So it can be concluded that the analysis of the elements of this theme can provide an expanded view of making the concept of a broadcast program. Students will no longer be stuck with previously created concepts. So that the

diversification of the format of this program contributes to the variety of content that can be created for graduates of the Broadcasting Study Program.

Further development, and the analysis of the elements of this theme can be used for other study programs in making variations of the final project. The model used can be constructed according to the needs of each field. The goal is to create student creativity in making a final project. The long-term impact can stimulate to development of innovation in the final project. The theme element analysis can also be developed to meet industry needs by expanding the scope of the major elements analyzed.

Acknowledgements

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