

Development of Deep Dialogue Learning Film to Improve Digital Literacy and Device Control in Students in Pre-Welfare Families

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ABSTRACT

Uncontrolled gadget use among students, particularly those from underprivileged families, presents a growing concern due to limited access to digital literacy education. This study aims to develop a Deep Dialogue-based learning film as an educational medium to enhance digital literacy and promote responsible device use among students and their parents. The study employed a Research and Development (R&D) approach, following a series of stages: needs analysis, design, product development, testing, and evaluation. Participants included students from underprivileged families and their parents. Data were gathered through observations, interviews, and questionnaires and analyzed descriptively to assess the product's effectiveness. The results demonstrate that the Deep Dialogue learning film effectively increased awareness of digital literacy among both students and parents. It also supported parents in guiding and controlling their children's use of digital devices more effectively. The film's accessibility and relevance to the target audience contributed to its positive reception and usability. The Deep Dialogue approach successfully engaged both students and parents in meaningful discussions about digital responsibility, self-control, and the wise use of technology. Its integration into a film medium made the content more relatable and accessible, especially for families with limited educational resources. The developed learning film proved effective in improving digital literacy and device-use management in underprivileged families. Future research should focus on expanding the film's content to include broader aspects of digital literacy and character education.

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1. INTRODUCTION

The use of digital devices among students – particularly those from underprivileged backgrounds – presents a range of challenges. As noted by Makitan, Glušac, Kavalić, and Stanisavljev (2024), students often engage with gadgets without adequate supervision, which can lead to adverse outcomes such as

digital addiction, diminished social interaction, and disruption of the learning process. These issues are exacerbated in low-income households, where limited digital literacy impedes parents' ability to guide their children in the responsible and productive use of technology (Ningsih, Widodo, & Asrin, 2021).

In this context, digital literacy emerges as a crucial competency in navigating the complexities of the digital era (Restianty, 2018). As Kurnianingsih, Rosini, and Ismayati (2017) argue, digital literacy encompasses more than just technical proficiency; it involves a critical understanding of technology's impact and the capacity to manage digital content responsibly. To address this need, it is essential to develop educational media that not only enhance students' digital literacy but also support parental involvement in regulating gadget use. One promising approach is Deep Dialogue, which fosters meaningful conversations between parents and children about the use of technology (Singh, Singh, & Nermend, 2022).

Since its inception in 2007, Indonesia's Family Hope Program (Program Keluarga Harapan or PKH) has provided conditional cash transfers to low-income families in an effort to improve access to education and healthcare services, with the broader goal of breaking the intergenerational cycle of poverty (Rahmawati & Kisworo, 2017). According to Nurokhmah (2021), PKH beneficiaries—primarily mothers—receive financial assistance alongside participation in Family Development Sessions (P2K2), which offer education on parenting, child development, health, nutrition, and household economics. In the context of the digital age, daily life has increasingly become mediated by technology, resulting in new behaviors such as online learning, e-commerce, and social media interaction. However, these changes also bring challenges, including increased screen time, gadget dependency, and reduced face-to-face social engagement (Paul, Akbari, Mondal, & Das, 2024).

Based on observations and interviews with social assistants and PKH participants in Dukun Sub-district, Magelang, many PKH beneficiary families have owned gadgets since the COVID-19 pandemic in 2020. Families were forced to buy gadgets for their Student's online learning. This aligns with research showing an increase in the use and purchase of devices in the community after the pandemic (Harbatkin, Strunk, & McIlwain, 2023). However, during school observations and interviews, researchers found issues with Student's learning, as PKH participants struggled to control their Student's gadget use (Ismiyasari, Sutama, Widyasari, & Abidin, 2020). A local elementary school teacher reported a decline in students' academic performance, particularly in attitudes, with increased cases of fights, online gaming addiction, and poor manners.

According to Arruda Filho & Gammarano, (2018), Student who play online games tend to become lazy and speak inappropriately. Interviews also revealed that excessive gadget use negatively impacts Student's physical and mental health. For instance, a 4th-grade student was observed being consistently sleepy in class, with eye bags indicating a lack of rest due to staying up late playing online games. Research by Asif Ramadhan & Rahmadi Agung, (2017), supports this, noting that gadget addiction can lead to fatigue, eye disorders, and emotional instability. If left unchecked, this issue could threaten Student's futures, hindering PKH's goal of breaking the cycle of poverty (Triyanto, 2020).

Currently, the negative impact of gadgets on Student is being felt by PKH participants, as noted by Aldino Santoso, (2020), who stated that gadgets negatively affect Student's emotions, behavior, and cognitive skills. Many participants have not engaged in discussions with their Student about gadget use, mainly due to a lack of time and energy, as they are busy working. This shows that PKH participants lack an understanding of how to control their Student's gadget consumption. As Abou Hashish, Al Najjar, Alharbi, Alotaibi, & Alqahtany, (2024), points out, Student need to develop essential skills such as communication, creativity, and technological literacy, which is difficult to achieve if they are focused on online games.

This issue arises because PKH participants have not received adequate learning materials on controlling Student's gadget use during P2K2 activities. According to Alidadi et al., (2024), this topic is essential in today's parenting education and should be included in the parenting and child education module. However, interviews with PKH social assistants in Dukun Sub-district reveal that the current module focuses on practical steps for helping Student succeed in school, without specifically

addressing gadget control. The passive lecture method used, where participants mainly listen, often leads to forgetfulness by the next session. According to (2015) and the andragogy theory, adult education, such as P2K2, should be more participatory, experience-based, and tailored to adult learners to ensure better engagement and retention of knowledge.

Based on observations during P2K2 activities in Dukun District, PKH social assistants mainly use the lecture and question-and-answer methods. During the Q&A session, participants often ask superficial questions, such as definitions already covered, rather than drawing from real-life experiences. According to Alatawi, Alomar, & Balakrishnan, (2024), effective questions should arise from practical experiences to foster meaningful discussions and shared knowledge. PKH participants need to compare lecture content with their real-world situations to generate more engaging discussions.

To improve participants' ability to control Student's device use, educational technology can play a crucial role by creating and managing learning resources and processes (Salsabila, Zulaika, Arista, & Santoso, 2020). This study develops technological resources in the form of films integrated with deep dialogue learning (Varshney, Ekbal, & Cambria, 2024). The film method is chosen because PKH participants enjoy watching movies and discussing them with others. Combining film and deep dialogue provides a more engaging learning experience, encouraging participants to reflect on the film's scenarios, compare them with their own experiences, and share insights in group discussions (Widiani, Darmawan, & Ma'mur, 2018).

2. METHODS

This research employs a Research and Development (RnD) approach to create a film integrated with deep dialogue learning, aimed at improving PKH participants' ability to control Student's device use. The study focuses on underprivileged families in Dukun sub-district, Magelang, where participants, mostly housewives, receive government assistance through the PKH program. The development process follows the ADDIE model, which includes analysis, design, development, implementation, and evaluation. The film media leverages the local culture of gossip and discussion to engage participants in meaningful dialogue about controlling gadget use in their students.

3. FINDINGS AND DISCUSSION

The product developed from this research is a film integrated with deep dialogue learning, designed to enhance Family Hope Program participants' understanding of how to control Student's device use. The development process follows the ADDIE model, starting with an analysis stage that identifies learning needs, instructional objectives, and the characteristics of the participants (Sugiyono, 2020). This study found that P2K2 learning requires tools that improve PKH participants' understanding of device control, which is crucial for child development in the digital era (Mufliva & Permana, 2024).

To effectively engage the housewife participants from underprivileged families, the learning tools must align with their characteristics, as highlighted by (Najihah, Adiwijaya, & Mutoharoh, 2021). Andragogy theory (Ramlah, 2018) suggests that adult learners benefit from experiences that address immediate needs and problems. Therefore, adult learning should include media that encourage discussion and deep dialogue. Film serves as an effective medium for this purpose, facilitating critical reflection and allowing individuals to explore and challenge their assumptions (Katsampoxaki-Hodgetts, 2024). The deep dialogue learning model developed by (Şendağ, Caner, Gedik, & Toker, 2024) emphasizes the need for stimulating media to initiate critical discussions and reflections.

Movies and deep dialogue learning are highly relevant to the characteristics of PKH participants, as interviews conducted in Dukun Sub-district reveal that watching films and engaging in discussions are common activities during their free time (Apriliany, 2021). The integration of films and deep dialogue learning is particularly suitable for PKH participants, as it reinforces their existing habits. The

analysis of instructional needs indicates that the overall objective – “Through deep dialogue learning activities integrated with films, PKH participants can understand effective strategies for controlling Student's gadgets” – should be rooted in adult learning theory and the socio-cultural context of the participants. According to Malcolm Knowles' (1980) Andragogy theory, adult learning is most effective when material is relevant to learners' experiences and needs. This connection enhances engagement and understanding, while Lev Vygotsky's theory supports the use of films as tools for social interaction and contextual learning. Additionally, Jais, (2019) Experiential Learning Theory highlights the importance of concrete experiences and reflection in the learning process, with film serving as a starting point that prompts in-depth discussions and helps participants internalize effective device control strategies. Consequently, these learning objectives guide the design stage, ensuring that the developed learning materials meet the comprehensive needs of PKH participants.

At the design stage, the product is developed based on theoretical and empirical studies, revealing the need for learning tools that integrate film with deep dialogue learning to enhance PKH participants' understanding of controlling Student's devices. This design process involves two areas of educational technology: the creation of learning resources, specifically the film, and the development of learning processes through deep dialogue learning models. According to Dale (1969), combining films with discussion-based learning can deepen comprehension and clarify misunderstandings or abstract biases in movie narratives. To implement this concept, a structured design process is necessary to translate ideas into practical applications for developing learning tools (Rahman, Rizky, Hanafi, & Maulana, 2022).

Based on the general instructional objectives resulting from the analysis stage, specific instructional objectives were developed. According to West et al., (2023), parents are successful in controlling devices if they are able to provide assistance, supervision, and effective communication with Student. Based on this theory, the researcher developed and limited the scope of device control material only to aspects of mentoring, supervision, and effective communication. The following is the design of specific instructional objectives that are in accordance with the general instructional objectives:

- a. After watching the movie “Keluarga Prapto”, PKH participants can realize the importance of controlling the consumption of gadgets in Student by answering the reflection questions.
- b. After watching the movie “Keluarga Prapto”, PKH participants can explain the negative impact of gadgets on Student's behavior change with 75% correct.
- c. After watching the movie “Keluarga Prapto”, PKH participants can explain how to overcome Student who are addicted to gadgets with 75% correct.
- d. After dialoguing with peers, PKH participants can formulate alternative strategies or solutions in controlling Student's consumption of gadgets according to the conditions in their respective homes with 75% realistic and doable.

The needs analysis led to the formulation of device control materials centered around mentoring, supervision, and effective communication, ensuring alignment with the instructional objectives. This developed material served as the basis for creating movie scenarios, where researchers transformed the content into story points, or premises, ultimately leading to a synopsis and screenplay. The central premise of the film is “education as the key to breaking the chain of poverty and ignorance,” illustrated through the story of Mr. Prapto and Mrs. Sri discussing their struggles with misinformation and hopes for their son Jojo's success. The screenplay incorporates local phenomena and cultural elements, with dialogues in Javanese to resonate with the audience. For example, scenes depicting parents being called to school reflect common experiences for PKH participants, bridging the gap between ideal conditions and real-life challenges. Mr. Prapto's frustration over his son's gadget addiction stems from high expectations for his education, illustrating the concepts of intrinsic and extrinsic motivation from Deci and Ryan's theory, which highlight how unmet expectations can lead to chaos.

The film's premise included practical examples of device control, using concrete visuals to model appropriate behaviors for the participants, aligning with Bandura's Social Learning Theory (1977),

which emphasizes learning through observation, imitation, and modeling. Characters in the film serve as role models for PKH participants, particularly in terms of behavior, attitudes, and values. For instance, Ibu Sri's calm demeanor provides a valuable example for participants on how to handle conflicts, particularly when managing Mr. Prapto's disappointment regarding their son Jojo's behavior. This modeling approach aligns with Bandura's theory, as Ibu Sri embodies the qualities that PKH participants can aspire to emulate. Furthermore, the premise of the film also informs the development of discussion-triggering questions for the deep dialogue learning guide, focusing on "why" to foster in-depth discussions about the film's phenomena and material. For example, a question related to Jojo's gadget addiction encourages participants to explore the reasons behind such behavior, facilitating self-reflection. This approach is rooted in constructivist learning theory, as articulated by Piaget in (Bobbink, Larkin, & Probst, 2024), where questioning stimulates assimilation and accommodation, helping participants connect new information with their existing knowledge and prompting introspection on their ability to manage Student's gadget use effectively.

The assessment instruments for media experts covered various aspects such as film packaging, player movements, cinematography, and audio quality. For material experts, the validation focused on the narrative elements within the movie, consistent with Bordwell and Thompson's (2008) narrative structure theory, which posits that narrative can effectively convey specific learning materials and promote reflection (Yasa, 2022). Additionally, learning experts evaluated the product's relevance to the learning model components, which include learning objectives, materials, methods, media, facilitators, students, and assessment, ensuring the integration of the deep dialogue model with the narrative elements of the film "Keluarga Prapto" to effectively trigger deep dialogue learning.

The next stage involves developing an instrument to measure the practicality and effectiveness of the product in enhancing PKH participants' understanding of controlling Student's devices. This practicality instrument consists of a questionnaire aimed at PKH companion practitioners and participants, addressing aspects such as accessibility, readability, duration, material accuracy, and ease of evaluation. The design of this instrument is based on learning design principles by Gagne, Briggs, & Wager (1992), which emphasize the need for clarity and consideration of these aspects. Additionally, five substantive aspects are included in assessing product practicality: arousing interest and attention (Nurhasanah & Sobandi, 2016), clarifying concepts and perspectives (Wijaya, 2000), triggering discussion and reflection (Champoux, 1999), inspiring action and change (Pizzolante et al., 2023), and integrating sources (Zhou, Liu, & Xiao, 2024).

During the development stage, all design elements—including learning objectives, device control materials, movie scripts, storyboards, and assessment instruments—are realized in preparation for testing. The initial step involves producing the movie according to the developed script and storyboard, which guide the filming process by determining angles and cinematic elements, adhering to Bordwell and Thompson's (2008) shooting principles. Following the shooting, the raw footage is edited using Capcut desktop software, which was selected for its accessibility and adherence to ethical practices in educational technology as defined by AECT 2004. The editing process includes cutting, composing, audio extraction and editing, adding background music, and subtitles. Subsequently, color grading is applied to the film, aligning with Barthes' (1972) symbolic theory, where different color saturations represent narrative flows—low saturation for backward flow and high saturation for forward flow. Additionally, classical Javanese music is incorporated as background music to enhance the film's atmosphere, following the principle of "from theme back to theme" proposed by Phetorant (2020).

After the film was completed, the deep dialogue learning guidebook was designed in printed form using A5 paper size, with the development process utilizing Canva as the main graphic editing tool. Unlike traditional modules, this guidebook was tailored to meet the specific needs of PKH social assistants for facilitating learning through films and promoting deep dialogue and discussion activities. Once all products were developed, researchers created a validation instrument to assess the guidebook and film. The validation results yielded several suggestions for improvement, including adding a description of the developed learning product, revising the question format to better illustrate the

relationship between film integration and deep dialogue learning, incorporating an integrated answer rubric aligned with the theoretical framework, and providing clear and detailed instructions for product operation and guidance for validators.

After the products and assessment instruments had been developed, it is continued with a review of the feasibility, practicality, and effectiveness of learning film products integrated with deep dialogue learning. The following are the results of the feasibility review according to media experts, material experts, and learning experts.

Table 1. Product Feasibility Validation Test Results.

No	Aspects	Score	Predicate	Advice
Media Expert				
1	Packaging display	16/20	Worth	Need improvement in font selection
2	Movie view	18/20	Very Feasible	-
3	Players and movements	18/20	Very Feasible	-
4	Anatomy of a movie	18/20	Very Feasible	-
5	Camera settings	18/20	Very Feasible	-
6	Aspects of audio quality	13/20	Worth	Music adapted to the Javanese atmosphere.
Material Expert				
1	Material relevance	20/20	Very Feasible	-
2	Material accuracy	18/20	Very Feasible	-
3	language quality	18/20	Very Feasible	-
4	Social and cultural context	20/20	Very Feasible	-
5	Material aspects of device control	18/20	Very Feasible	-
Learning Expert				
1	Aspects of the relevance of the deep dialogue model	18/20	Very Feasible	-
2	Aspects of deep dialogue model integration with movies	18/20	Very Feasible	-
3	The suitability of the movie "Keluarga Prapto" as a discussion starter	20/20	Very Feasible	-

Source: Researcher Questionnaire Data 2024

The feasibility assessment of the film media and deep dialogue learning guidebook from media experts highlights several key aspects that ensure quality and educational impact. According to (Reshma, Kannan, Jagathy Raj, & Shailesh, 2023), important elements include packaging appearance, film quality, cast, movie anatomy, camera settings, and audio quality. Although most criteria were met, the film usage guide received a score of 16.00 for its packaging, indicating a need for improvement in the font to enhance readability. A clear and user-friendly guide is essential for effective learning and improving the font will help users better understand and utilize the film (Damayanti, 2021). Additionally, the film's effectiveness in deep dialogue learning relies on good audio and visual quality, as well as appropriate cast selection and movement (Yusmarwati, 2018). The film's display scored 18.00, categorized as "Very Feasible," but the subtitle display required improvement; experts noted that some subtitles were too large and lacked contrast. To address this, researchers added shadows to the subtitle text for better visibility.

The assessment of players and their movements in the integrated film for deep dialogue learning received a score of 18.00, categorized as "Very Feasible," highlighting the importance of acting quality and movement in effectively conveying messages. Non-verbal communication theory emphasizes that facial expressions, gestures, and voice intonation are crucial for delivering emotions to the audience

and the high score indicates the cast's potential to communicate learning messages effectively (Hartanto, 2019). Similarly, the anatomical aspects of the film, which encompass narrative structure, storyline, and coherent information presentation, also scored 18.00, demonstrating that a well-structured story enhances audience understanding and memory (Priadana & Murdiyanto, 2020). Furthermore, the camera settings received an 18.00 score, deemed "Highly Appropriate," suggesting that effective use of angles, lighting, and composition aids in emphasizing important elements in each scene. Good cinematography increases audience engagement and message effectiveness, and the favorable score indicates that the film possesses a high cinematographic quality, contributing to an immersive learning experience (Huda, Nafsika, & Salman, 2023).

The audio quality aspect of the film received a score of 13.00, placing it in the "B" category as "Appropriate." This aspect encompasses dialog clarity, sound effects, and background music that enhance the film's atmosphere. According to audio design theory, good sound quality is crucial for ensuring that the message is clearly received by the audience (Munawaroh, 2010). Additionally, using gamelan-based instrumental music can add a genuine local touch and support the cultural learning environment intended for the film.

Furthermore, the assessment of material relevance scored an impressive 20.00, categorized as "Very Appropriate," indicating that the content aligns well with the learners' needs and context. According to Keller's ARCS model (1987), relevance is a key component in motivating learners, ensuring that the material directly relates to their experiences and learning goals. This connection boosts motivation and engagement, allowing learners to easily grasp and relate new information to their existing knowledge. In the context of deep dialogue learning, relevant material significantly enhances the overall learning process, making it more effective and impactful.

The material accuracy aspect received a score of 18.00, placing it in the "B" category as "Very Appropriate." Accuracy is crucial because incorrect or inappropriate information can lead to misunderstandings and hinder effective learning. According to content validity theory, accurate information is essential for credible and effective learning content (Messick, 1995). While this aspect achieved a commendable score, there is still room for improvement to enhance the reliability and credibility of the material presented. Additionally, the assessment of language quality scored 18.00, earning it an "A" category with the predicate "Very Feasible." Language quality is vital in learning media, as clear and precise language tailored to the learners' comprehension level enhances effective communication. Linguistic theory in education posits that good language facilitates understanding and retention of information (Sadraei, Ebrahimi, & Xodabande, 2024). The high score in this area indicates that the language used in the film effectively supports the deep dialogue learning process.

The social and cultural context aspect received a score of 20.00, placing it in the "A" category as "Very Appropriate." Incorporating social and cultural contexts into learning materials is crucial for enhancing relevance and meaning for learners. According to social constructivism theory, effective learning must consider learners' cultural and social backgrounds (Vygotsky, 1980). The high score in this area indicates that the movie successfully integrates relevant social and cultural contexts, fostering more contextual and meaningful learning experiences. Furthermore, the assessment of the material related to controlling gadget use in Student scored 27.00, also falling into the "A" category with the predicate "Very Feasible." This material is particularly pertinent in today's learning environment, where excessive gadget use can adversely affect Student's physical and mental health. Media theory in education highlights the importance of managing technology use to ensure it supports Student's learning and development (González-Mohino, Ramos-Ruiz, López-Castro, & García-García, 2024). The excellent score signifies that this material effectively conveys essential messages regarding device control.

The relevance of the film material to the deep dialogue learning guide received a score of 20.00, categorizing it as "Very Appropriate." This relevance is essential for ensuring consistency and effective integration between the media and the learning model. Constructivism theory emphasizes that "why" questions are crucial for deep learning, promoting critical and reflective thinking (Piaget, 2000). Thus,

adding "why" questions to the learning guide would enhance the quality of learning and increase learner engagement. Once the "Prapto Family" film was validated for feasibility and practicality, it was integrated into deep dialogue learning, with assessments from learning experts focusing on the model's relevance to learning components and its suitability as a discussion starter. The deep dialogue model's relevance to these components received a perfect score of 16/16, indicating that it aligns well with the principles of learning and is suitable for various educational contexts, as highlighted by constructivist learning theory (Piaget, 2000).

The integration aspect of the deep dialogue model with the film "Keluarga Prapto" received a score of 56/64, categorizing it as "Very Appropriate." This integration is vital for ensuring that the film effectively supports the learning process. According to dual coding theory, combining visual and verbal media enhances understanding and retention of information (Paivio, 1990). Thus, the high score reflects the successful integration of "Keluarga Prapto" with the deep dialogue model, optimizing its educational impact. Additionally, the film's suitability as a discussion starter scored 39/40, also deemed "Very Appropriate." Relevant films can spark deeper, more critical discussions, and dialogical learning theory emphasizes that effective discussions foster critical and reflective thinking skills (Freire, 1970). This score indicates that "Keluarga Prapto" has significant potential to encourage meaningful discussions among PKH participants.

After the film media and guidebook were deemed feasible, the development process moved to the implementation stage. During this stage, practicality and effectiveness tests were conducted with PKH social assistant practitioners and PKH participants. The film media, integrated with deep dialogue learning, was tested in a small group to evaluate its practicality. This assessment focused on accessibility, readability, duration, material, and evaluation. The results included practicality scores and suggestions for product improvement from practitioner expert validators, specifically PKH social assistants. Below is a review of the practicality test results from the PKH social assistant validation.

Table 2. Results of Product Practicality Test According to Social Assistants

No	Aspects	Score	Predicate	Advice
PKH Social Assistant 1				
1	Accessibility	18/20	Very Practical	-
2	Readability	18/20	Very Practical	-
3	Duration Appropriateness	20/20	Very Practical	-

Table 3. Test Results of Product Effectiveness according to PKH Facilitators and Participants

No	Aspects	Score	Predicate	Advice
Peserta PKH				
1	Interest and Attention	18/20	Very Practical	-
2	Concepts and Perspectives	18/20	Very Practical	-
3	Discussion and Reflection	20/20	Very Practical	-
4	Action and Change	20/20	Very Practical	-
5	Multi-source Integration	18/20	Very Practical	-

The accessibility assessment received an average score of 11.00 out of 12.00, indicating that the movie and guidebook are very accessible to users. Accessibility theory emphasizes that learning media should be available to everyone without technical barriers (Mayer, 2009). High accessibility means that the films and guidebooks can be used on various devices and platforms, allowing students and social assistants to access them anytime and anywhere. This ensures that learners are not hindered by technical issues and can focus on the content itself. Furthermore, the materials are designed to be intuitive and do not require advanced technical skills. For instance, the guidebook includes a QR code for easy access to the movie, enabling users to quickly engage with the multimedia content using their smartphones or other devices. This reduces barriers and streamlines the learning process, allowing

learners to concentrate on relevant topics.

The duration specification received a score of 17.00 out of 20.00, indicating that it is very practical. The appropriate duration in learning media is vital for maintaining learners' attention and engagement. According to cognitive theory, excessively long durations can lead to mental fatigue and decreased focus, while durations that are too short may not adequately convey all necessary information (Pooladvand & Hasanzadeh, 2022). A high score in the duration aspect signifies that the film is sufficiently long to present the material without causing fatigue or loss of interest, effectively supporting the learning objectives.

The duration assessment scored 17.00 out of 20.00, indicating that the movie is highly practical due to its ability to maintain learners' attention and engagement. According to Chandrasekar, Hegde, Srinivas, & Sathyaprabha (2024), the ideal duration of learning media efficiently conveys important information without causing mental fatigue or distraction. A film with the right duration keeps learners focused and interested throughout, which is essential for achieving learning objectives. This optimal timing allows for effective information delivery while preventing feelings of rush or boredom, enabling learners to absorb content more thoroughly.

The evaluation aspect scored 6.00 out of 8.00, indicating that the evaluation in this learning media is practical and effective for measuring the achievement of learning objectives. According to educational evaluation theory by Black and Wiliam (2008), appropriate feedback is crucial for enhancing the learning process. This score suggests that while the evaluation provides useful feedback to both learners and social assistants, there is potential for improvement in the quality of reflection questions to stimulate deeper critical thinking among participants. Effective evaluations should not only measure understanding but also encourage learners to engage in more profound discussions about the material.

In addition to assessing the product's practicality, practitioners suggested several areas for development, such as incorporating more exploratory video footage, enhancing the language in the dialogue, and providing material on the impacts of device consumption. This aligns with Smaldino's (2019) theory, which emphasizes that strong and relevant visuals can enrich the learning context and enhance understanding. The researcher plans to include video footage of Mount Merapi to symbolize the socio-cultural environment of the PKH participants. During the small group trial, PKH participants completed an effectiveness validation questionnaire focusing on aspects such as film interest and attention, concept clarity and perspective, discussion and reflection, encouragement to act and change and integration with multiple sources. The results showed that the "Interest and Attention" aspect received a perfect score of 20.00 out of 20.00, indicating that PKH participants found the material highly engaging. This supports Berk's (2018) assertion that short films have strong visual and narrative appeal, demonstrating that the use of short films in educational materials effectively captures the attention and curiosity of PKH participants.

The "Concepts and Perspectives" aspect scored 17, indicating that the short films used in the learning materials effectively clarify the concepts being taught. Short films serve as excellent tools for elucidating specific concepts or perspectives by presenting concrete situations or relevant case studies, allowing learners to connect abstract ideas with practical experiences. The integration of visual and verbal media, supported by Paivio's dual coding theory (1990), enhances understanding and retention, as it engages both cognitive channels simultaneously. This approach facilitates better memory and comprehension, making the material more engaging and memorable. Additionally, well-designed short films cater to diverse learning styles, accommodating those who grasp information more easily through visual aids and those who benefit from auditory input. The high scores from PKH participants demonstrate that the short films have successfully clarified essential concepts, making them practical and effective learning tools that maximize benefits for all learners, regardless of their preferred learning style.

Moreover, the high score in the "Discussion and Reflection" aspect indicates that the short films are versatile and effective across different learning environments, whether in small or large groups.

Their capacity to inspire discussion makes them adaptable to various learning contexts, enabling social workers to facilitate engaging and in-depth conversations that connect learned concepts to participants' personal experiences. This approach not only deepens understanding but also fosters critical and analytical thinking skills essential for everyday life. The effectiveness validation results further revealed that the "Action and Change" aspect also scored a perfect 20, highlighting the films' ability to motivate PKH participants to take positive action in their lives. Additionally, the "Multi-source Learning" aspect received a score of 20, indicating that the films adeptly integrate various forms of information—text, images, sound, and music—aligning with the cultural context of the audience. This holistic approach to learning, reinforces the films' effectiveness in providing a rich and engaging educational experience.

4. CONCLUSION

The development of film media integrated with Deep Dialogue learning to improve PKH participants' understanding of controlling Student's device use was carried out through the ADDIE stages, including needs analysis, product design, development and feasibility testing, implementation, and evaluation. The evaluation results show that the movie media and Deep Dialogue guide met the eligibility criteria according to experts and were declared practical by PKH social assistants after the small group trial. In the large group effectiveness test, the film media was found to be very effective in improving PKH participants' understanding in terms of interest, concepts, reflection, and behavior change related to controlling Student's gadgets. However, further research is needed to assess the effectiveness of the product on a wider scale and develop other learning models that can be integrated with the film media.

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