

Tutorial Video as Learning Media in Art and Culture Extracurricular at SMA N 3 Boyolali

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Abstract: Has become quite close to students life either digital or printed. It has given them imagination and become visual language to express their ideas. .Nevertheless, they seem to not do their best in creating the comic. The comic making tutorial video may be an ideal and efficient alternative media for those who are interested in it with limited access to the learning material. This article is based on a literary study that examines theories and previous research related to cmic and the benefits of utilizing comic video tutorial as learning media. It is hoped that the use of the video will be able to help the teacher in providing more opportunities to the students in learning comic through ideal, effective, and efficient media.

Keywords: *learning media, tutorial video, comic*

Introduction

Comics are still a favorite of young people, including middle school students who still enjoy both its printed and digital form which is widely distributed on websites or on social media such as Instagram and Facebook. The fact that many students of SMA N 3Boyolali create illustration artwork in art lessons using word has encourages educators to want to provide comic lesson material in fine arts extracurricular classes.

According to the results of an interview with Mr. Subandiyo, S.Pd as one of the extracurricular teachers, students from class X to class XII IPA/IPS (Science or Social class) who took extracurricular classes were quite enthusiastic and actively engaged in art-related events, such as annual exhibition and inter-school competitions.

Art extracurricular activities at SMA N 3 Boyolali are held once a week on Friday after school hours. According to the teachers supporting the activities there, the implementation of this extracurricular is focused on painting techniques, as the most common activities is painting using watercolors on paper media, acrylic on canvas to Ebru lesson.

Another interesting thing besides the students' willingness to learn about comic is that they drew word balloons on their artworks while making illustration. Some students even participated in poster competitions and have won poster competitions in several campus events. It seems that developing new comic material and ideal video as learning media will be beneficial for them in the extracurricular class.

The practice material, especially in fine arts learning, will be easier for students to understand if using instructional media such as tutorial videos that are modified with various animations, when compared only by reading books and listening to verbal explanations. Audio visual learning will make students more motivated compared to textbooks reading or the teachers' lecture.

Black.j (2014) Video hardware cost a slight fortune, the learning curve was extraordinarily high, and resources scarce making it costly, difficult, and impractical to teach in schools. It made sense that few used it and few did. Within the last decade, however, video production for youths in and out of schools has proliferated at an unprecedented rate never before seen

Arsyad (2007: 12) states that good learning media generally have 3 main characteristics: fixative, manipulative and distributive. Fixative is characterized by the ability of the media to save, preserve or reconstruct an event. Manipulative characteristic is shown by its ability to transfer various events in various contexts or times in one interesting and straightforward flow. While distributive characteristic is represented by the ability of the media to display a thing or event evenly to students without exception and can be presented repeatedly without losing the essence of what is to be conveyed. In this case, video has all the properties of good learning media. Therefore, the use of this media is very suitable in the learning process. when learners create meaningful art and graphics, or choose illustrations to make meaning of text. Such multimodal learning encourages the development of abilities other than verbal, which is typically emphasized in school settings Betts, J. D. (2006).

Pardimin and Widodo (2017) Learning media become a determining factor for learners to participate in the process learning and create interest in the material to be taught. This is because the learning media can be used to deliver a message from the sender (teacher) to recipients (students) to stimulate the mind, feelings, concerns, or the willingness of students that will encourage the process of learning.

It is important that art learning media must be designed by educators because up until now there have not been many educators in formal or extracurricular classes who have tried to design the ideal ones. The learning media which are available on the internet so far mostly come from the community of art students or the artists engaged in non-formal education that always try to provide new material with ideal media. Educators in formal schools are supposed to be more open to the use of internet that is facilitated by the schools.

Rudi Susilana and Cepi Riyana (2009: 147) state that tutorial model is learning through computers in which students are conditioned to follow the learning path that has been programmed with the presentation of material and practice exercises, in this case it can be concluded that the video tutorial is a series of learning through computers where students are conditioned to follow learning pathways that have been programmed with the presentation of material and exercises based on audio-visual questions to help students to understand the learning material as guidance or additional teaching material to a small group of students.

Based on those descriptions, it is necessary to design instructional media in the form of visual art learning tutorial videos to provide new experiences for the students involved in extracurricular classes rather than in the regular art lesson in classes that tend to be less interesting. The design of tutorial video for comic drawing material can help to develop new knowledge about fine art, thus the developed comic material into a new fine arts product will provoke students' creativity and skills.

The design of the tutorial video for drawing comics adds new experiences about art which is not taught in class. By designing comic tutorial video as media, it is expected to be able to help students as they rarely make comics to their up most effort. The existence of this media will be an alternative for students who have an interest in comic, but do not have access to obtain material with ideal and efficient medi. It will also help educators to use this media as a guide in teaching without being limited by space and time.

In conducting scientific research a systematic drafting technique must be carried out to facilitate the process. This research uses literature study to find relevant theories, studies, or problems found that are related to tutorial videos as learning media, comic influences, and extracurricular classes. The aim is to strengthen the problem and as a theoretical basis for conducting studies. The data obtained from this literature study will be used as a reference as well as a basis for studying the learning media for comic video tutorials as extracurricular class

material. Kang, R., Mehranian, Y., & Hyatt, C. (2017) learning and teaching through multiple artistic media, in order to enhance the affective aspects of global education: empathy, sensitivity, compassion. Various art forms have unique compatibilities with affective citizenship education because they open up students' minds to new perspectives and understandings

The theories found cover these essential topics:

- Definition of instructional media tutorial video,
- The influence of comics, and
- Extracurricular class

Results and Discussion

The communication process will determine the success of the teaching and learning process. It involves actors and communication channels. The role of the communication channel will be very important. This channel is called the media. Because this media is used in the learning process, the media is called learning media. According to Nerguizian (2017), media is one component of communication that bring messages from the communicator to the communicant. Based on this definition, it can be said that the learning process is a communication process. In the learning process, communication process is essential as it delivers messages from the sender to the recipient. The message is in the form of content or teachings presented in communication symbols both verbal (words and writing) and non-verbal; this process is called encoding. The interpretation of these communication symbols by students is called decoding.

Morawski.,CN (2014) situated multimodality as a combination of various semiotic modes of meaning making such as language, image, gesture, action, and music, all situated in the social world, including teaching and learning. In particular, they stated, teaching and learning are multimodal and “have the potential to make classrooms more democratic, inclusive spaces in which marginalized students’ histories, identities, cultures, languages, and discourses can be made visible”

Learning media can help teachers and students in the learning process. If the teacher uses the learning media appropriately, the learning process will run effectively so that it can function to stimulate student learning. Azhar Arsyad (2010: 16) suggests four functions of learning media, namely:

- The attention function, visual media is the core, which is to attract and direct the attention of students to concentrate on the content of the lessons related to the visual meaning displayed or accompanying the text of the subject matter.
- Affective function, visual media can be seen from the level of student enjoyment when learning (or reading) pictorial text. Images or visual symbols can arouse students' emotions and attitudes.
- Cognitive function, visual media as seen from research findings reveals that visual symbols or images facilitate the achievement of goals to understand and remember information or messages contained in images.
- Compensatory function, learning media work to accommodate students who are slow in accepting and understanding the content of lessons presented with text or verbally.

In addition to those diverse functions, learning media also have various benefits. The benefits of learning media according to Azhar Arsyad (2011: 26-27) are as follows:

- Learning media can clarify the presentation of information so as to improve the process of learning outcomes.

- Learning media can enhance and direct the students' attention so that it can lead to motivation to learn, student interaction, and student learning independence.
- Overcoming the limitations of the senses, space, and time.
- Learning media can provide students with a shared experience about events in their environment and allow for interaction.

According to Rayandra Asyhar (2012: 39), learning media can arouse students' learning motivation, because the use of instructional media, learning becomes more interesting and focuses students' attention.

It can be concluded that the role of instructional media is as a tool in the learning process that contains messages/contents in it. The media provide various facilities for students to better understand the material conveyed by teachers who often still use learning media that are less than ideal for practical material or even arts.

In practice, the media that is often widely used in teaching and learning is a tutorial video, According to Susilana and Riyana (2009: 147) tutorial models are computer learning in which students are conditioned to follow the learning path that has been programmed with the material presentation and practice questions. In other words, video tutorial is a learning medium that conveys messages to students in the form of audio and visuals in which there are interactive learning materials so that students can learn independently which is not limited by place.

Additionally, Jarice Hanson (1987: 23) defines video as follows:

“Video is a unique form of visual communication that has been influenced by historical factors, technical development, and criticism given to other form of media. Defining video is difficult because we have been introduced to the medium through a number of related technologies – most of which grew from the development of other form of media. The term ‘video’ relates to a process, and can denote either the actual visual image.”

Meanwhile, in Kamus Besar Bahasa Indonesia (Indonesian dictionary) (2001: 1230), tutorial is (1) class guidance by a teacher (tutor) for a student or a small group of students, or (2) additional teaching through tutors. Furthermore, according to Cheppy Riyana (2007: 2) instructional video media is a medium that presents audio and visuals containing good learning messages that contain concepts, principles, procedures, application theory to help understanding a certain learning material. Tutorials video can take students almost everywhere, expanding student interest beyond the classroom. Large objects to be brought into class, dangerous events to observe such as solar eclipses or other natural phenomena can be brought to class without spending more time and cost for field visits.

From those statements, it can be concluded that the video tutorial is a series of live images that are displayed in the form of digital audio visuals by a teacher that contains learning messages to help the understanding of a learning material as guidance or additional teaching material to a small group of participants students.

Comic

In communication, the applied field of communication can be taken from mass media reporting, advertising communication, nonverbal signs, films, comics - cartoons, literature, and music. As one form of graphical communications, cartoon is an interpretive picture that uses symbols to convey a message quickly and concisely, or something related to certain people, situations or events. Cartoons usually only reveal the essence of the message that must be conveyed and pour it into simple images, without detail, using symbols and characters that are easily recognized and understood quickly. (Susiani, 2006: 1)

Visually, a comic can not be separated from the display of images (a visual art that can be seen by the eye) and sequential symbols (Susiani, 2006: 2). A comic consists of pictures that tell a story, so that the comic can be presented without long sentences. Comics are full of meaningful symbols. Comics have a body that consists of several parts that are not absolute because it is also adapted to the creativity and narration style of the cartoonist (Susiani, 2006: 3).

Set from the understanding of the previous definitions, comic is an art form that uses motion pictures that are arranged in such a way as to form a set of stories. Typically, comics are printed on paper and supplemented with plain text or placed in word balloons. Comics can be published in various forms, ranging from strips in newspapers, published in magazines, to printed books. Recently, many comics are published in digital versions on the website or social media. Buchori (2015) showed that by use media of comics can encourage development diagram mental or logic used mathematical symbols particular, pushed to remember formula or understand problem situation is better and relationship between data on a particular problem.

The closeness of comics with young people can be seen when social media is starting to be used as a place to express ideas using simple comics. At the present time, cartoons are images that are and aim as satire humor. Therefore, cartoons are not only a statement of the sense of art for the sake of art solely, but have the intention of joking, even insinuating and criticizing (Wijana, 2003: 4). Humor itself is divided into two parts, dry humor and fresh humor. Dry humor is usually waged to insinuate or even insult the other party, while fresh humor is really for the sake of pleasing the other party (Wibowo, 2002: 141).

Cartoons in mass media are interpreted as media editorial opinions in the form of images that are loaded with social criticism content by incorporating elements of humor or anecdotes. At first, cartoon was useful only for interludes or mere illustrations. But in its development, cartoons are used as a means for the delivery of healthy criticism. It is said to be healthy criticism because the delivery is done with funny and interesting pictures.

From the above explanation, comic is choose as the right material for young people who are close to humor, criticism, and visual culture that will be used as a basis for making comic works, so that students' imagination and expression needs will be met by the presence of comic material in extracurricular classes.

Extracurricular

Schools as educational institutions are not only obliged to develop and improve students' abilities in matters of an academic nature, but also are obliged to develop and improve students' abilities in non-academic matters. At this non-academic level, schools must provide a place for the development of a variety of talents and creativity so that they can make students becoming human beings who have freedom of creation.

According to the Big Indonesian Dictionary, as cited by Handoko (2013: 10), extracurricular is "an activity that is outside the program written in the curriculum such as leadership training and student coaching". Extracurricular activities are carried out after compulsory school hours. This activity has flexible time allotment and gives freedom to students, especially in determining the type of activity that suits their talents and interests.

There must be a goal to be achieved in every activity, as well as in extracurricular activities. When an activity does not have a goal it will be in vain for there will be no direction to follow. Regarding to the purpose of extracurricular activities, the Ministry of Education and Culture (2013: 2) explain it as follows:

- Extracurricular activities can improve students' abilities in cognitive, affective and psychomotor aspects.
- It can develop students' talents and interests in their personal coaching efforts towards positive overall human coaching.
- This activity can help to know, recognize, and distinguish between the relationships of one lesson and another lesson.

In carrying out an activity, it is better to pay attention to the function of the activity. As in the case of extracurricular activities, the school as the organizing institution must realize how beneficial they are for the students. The functions of extracurricular activities according to Rohinah M. Noor (2012: 76) are as follows:

- Development, that refers to the function of extracurricular activities to develop the abilities and creativity of students according to their potential, talents and interests.
- Social, which refers to the function of extracurricular activities to develop students' abilities and sense of social responsibility.
- Recreational, referring to the function of extracurricular activities to develop things that support the development process.
- Career preparation, referring to the function of extracurricular activities to develop students' career readiness.

Based on those definitions, it can be concluded that extracurricular activities are activities carried out after school hours to add insight or to develop students' talents and potential according to what they are interested in.

Conclusions

Media constraints and limited class hours encourage schools to provide extracurricular activities as a means of channeling talent for students who have openness to the material and as enrichment solutions for visual arts competencies. It is necessary to provide comic material developed through tutorial video that is ideal as the access to learning comics effectively and efficiently. Therefore, it is hoped that extracurricular learning comic material with comic material will be maximized and students will be able to increase their artistic competence through comic drawing.

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