Video Tutorial As Complement Guide To Comics Creating For Students In The Arts Extracurricular At Sma Negeri 3 Boyolali

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ABSTRACT

Video tutorial has emerged to have an important role as a medium to deliver knowledge, especially to enhance creativity and skills for students during the learning process. Comic creating session in the arts extracurricular classes at SMA Negeri 3 Boyolali requires the development of new media and methods so students are motivated to learn independently and not depend on face-to-face or conventional classroom with limited amount of creating time. Based on this, we applied the video tutorial media to be used as a guide to comics creating to improve students' learning independence in the arts process. This study aimed to determine the efficacy of video tutorial. The results showed that the video tutorial based learning media that were developed were suitable for use in the learning process supported by students' opinion that the feasibility of the video tutorial media was 82.71% with very decent criteria.

Keywords: *Video Tutorial, Comics Creating, Arts Extracurricular*

INTRODUCTION

Arts extracurricular in SMA Negeri 3 Boyolali are learning class for students who have interests and talents of fine arts. The learning process in this class is held outside of school hours or after the completion of intracurricular learning activities. By separated from formal teaching and learning schedule, arts extracurricular offer students to develop their skills through concrete creating such as drawing and sculpture. Through extracurricular classes, students are expected to develop their talents and skills in creating artworks. Therefore, the teacher facilitates with quite diverse and contextual subject matter, one of them is learning about comics. Learning comics is quite fun and challenging. In comic learning, students feel represented by their souls because through comics, students can express various experiences about daily life or things that are considered contextual. Nevertheless, the fun and challenging learning process of comics actually has obstacles because of the limited time spent studying at school. Arts extracurricular can lead to talented students in creating artworks.

Taking everything into consideration, we conducted a study to determine a solution to overcome the constraints of learning time at school. The research was done in order to develop a video tutorial based comic learning media. It was expected that students can learn independently anywhere and anytime through video tutorial. Thus, schools remained responsible for providing extracurricular learning services so that students always learn in unlimited time and space unlike during the class. We assumed that it was a positive step to obtain quality education and increase student independence in learning without relying entirely on the teacher so that students could be more independent.

Students would tend to use the media facilities provided or independently try to actively search for information about comics creating that they had not known yet. Students were guided so they could work on comics creating, foster creativity and skills, and develop new knowledge about the potential of comics as a contemporary art product through the video tutorial media.

LITERATURE REVIEW

We wrapped the previous research with the same problem according to Muin (2017). Teachers should learn and utilize more capabilities in the field of technology as the world of education will also need technology as an important component in supporting the learning process along with technological advancements.

According to Black (2014), voice and background audio in the media play an important role in communicative learning. Communicative sound can trigger attention towards the media and enhance the learning so the material can be conveyed properly. Buchori and Setyawati (2015) stated that educators should use learning media in teaching. It can attract students' interests and facilitate students' learning during the process of teaching and learning. It can be more meaningful.

According to Kustandi (2013), multimedia is a delivery tool that combines two or more elements of media, including text, images, graphics, flowchart, graphics, photos, sound, film and animation in an integrated manner. Whereas interactive multimedia is multimedia that is equipped with a controller that can be operated by the user, so they can choose anything they want. As for Asyhar (2012), basically one of the objectives of learning with interactive multimedia is as far as possible to replace and complete and support the elements of the objectives, materials, methods, and assessment tools that exist in the teaching and learning process in the conventional education system that we usually do respectively.

In carrying out or carrying out an activity it is better to pay attention to the function of the activity. As is the case with extracurricular activities, schools as the organizing institution must realize how big their functions are for students. The function of extracurricular activities according to Noor (2012: 76) is as follows:

1. *Development function,* which is the function of extracurricular activities to develop students' abilities and creativity in accordance with their potential, talents and interests due to stable and balanced progress of enhancement.

2. *Social function,* which is the function of extracurricular activities to develop students' abilities and sense of social responsibility in their act.

3. *Recreational function*, which is the function of extracurricular activities to develop and supplement the development process during the creating process.

4. *Career preparation function,* which is the function of extracurricular activities to develop students' career readiness and to enrich their experience in certain skills.

Correspondingly, Riyana (2007: 147) stated that the tutorial model is learning through computers where students are conditioned to follow the learning path that has been programmed with the presentation of material and practice exercises. The opinion above can be concluded that the 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 certain place and time.

Generally speaking, we added the definition of 'video' terminology. Hanson (1987: 23) expressed the meaning of the video in the following quotation:

> *"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, based on the *Kamus Besar Bahasa Indonesia* or Indonesia Dictionary (2017: 1230), tutorials are: (1) Class guidance held by a teacher or tutor for a student or a small group of students, (2) Additional teaching course through certain tutors. Furthermore, according to Riyana (2007: 2) instructional video media is a medium that presents audio and visuals that contain learning messages both containing concepts, principles, procedures, application theory to help understanding of a material. From some of the expert opinions above, the researcher concludes that the video tutorial is a series of live images displayed by a teacher that contains learning messages to help understanding an instructional material as guidance or additional teaching material to a small group of students at the classroom.

The definition of comics according to McCloud (2008) is a picture arranged sequentially and interconnected. Comics can be made in one or more boxes. Comics that are loaded in more than one box (panel) are called comic strips. There are also those that are made together in many boxes and recorded, called comic books. Thus, if defined simply, comics are an art form that uses immovable images arranged in such a way as to form a tangle of stories.

RESEARCH METHODOLOGY

The type of research used in this study was research and development (r&d). The subjects in the study were the arts extracurricular students at sma negeri 3 boyolali, specifically was the 12th grade students. Data were obtained through questionnaires and tests. Data analysis technique is done using quantitative descriptive analysis techniques, namely by analyzing quantitative data obtained from questionnaires and field tests.

$$Feasibility\ percentage = \frac{Observed\ score}{Expected\ score} x100\%$$

Table 1 Interpretation of Feasibility Percentage Scale

Score Scale	Interpretation of Feasibility
76 - 100%	Very feasible
56 - 75%	Feasible
40 - 55%	Fair
0 - 39%	Less feasible

The percentage scale interpretation of Table 1 was used to determine the feasibility of the product which in this case was the video tutorial. A percentage scale of 1 with a percentage of achievement of 0–39% got a less feasible interpretation. A value scale of 2 with a percentage of achievement of 40–75% got a pretty decent interpretation. A scale of 3 with a percentage of achievement of 56–75% got a decent interpretation. To add up, scale of 4 with 76-100% achievement percentage got a very decent interpretation.

FINDING

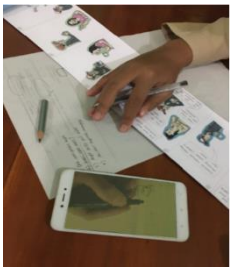
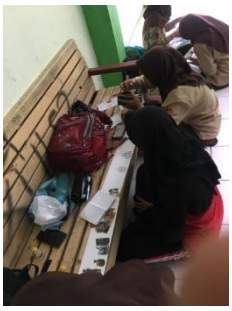
The initial stages in the process of making a video tutorial were arranging the basic concepts in the form of a script from the first frame to the last. The next steps were continuing to record the stages of making comics starting from the story script, storyboarding, sketching, coloring, sound filling and final editing for the merging of the frame during the process of making comics up to presentation.

In the comic tutorial video, there was an explanation of comic strips and collages along with several stages of making comics to determine the characters that will appear. Besides, there were explanations of tools and materials that will be used and finally the presentation of comic strips or collages using kinetic displays.

After a video tutorial based comic learning media was produced, it was then tested in front of the students in the arts extracurricular class. Based on observations during the arts extracurricular course, the implementation of trials through the screening of video tutorials on making comics was very conducive and attractive. It could be seen also from the results of a questionnaires distributed to students that the percentage of video media eligibility, within a total of 12 students as objects study.

The observations and questionnaires showed that the video tutorial had a worthiness to be used as a students' guide. Also, it showed that students enjoyed the process of creating comics easily and without many significant obstacles.

Table 2 Comparison of Students' Enthusiasm in Learning Comics Creating through Video Tutorial Media

No.	Aspect	Students' Responses		Observation Results	
		Without Media	Using Media	Without Media	Using Media
1	Atmosphere	Students had a tendency to chat with their classmates.	Students focused more on the media and process of comics creating.		
2	Effectiveness	Students were still confused in technical issues and waiting for the next meeting to ask questions again.	Students could complete the comics creating process quickly and accurately as a whole.		
3	Interest	A lot of students were absent during the course.	Students had a high interest to attend even though the class was closed.		

The video tutorial based learning process had taken place from January 24, 2020 to March 13, 2020. The feasibility of multimedia video based learning media tutorials could be obtained through analysis table of validation results and limited testing of student responses. It assessed interactive multimedia based learning media through three components of the eligibility criteria for obtaining grades an average of 82.71% with very feasible criteria.

Table 3 Students' Responses to the Video Tutorial Media

No.	Components	Students' Responses
1	User interface • Interesting layout • Clarity of video, image, text and audio	81.58%
2	Usability • Easy to access • Easy to operate	81.91%
3	Usage • Enhancing the learning process • Competence-based media • Elevating focus and interest	84.66%
Total		248.15%
Mean of Percentage		82.71%

Figure 1 Video Tutorial Presentation

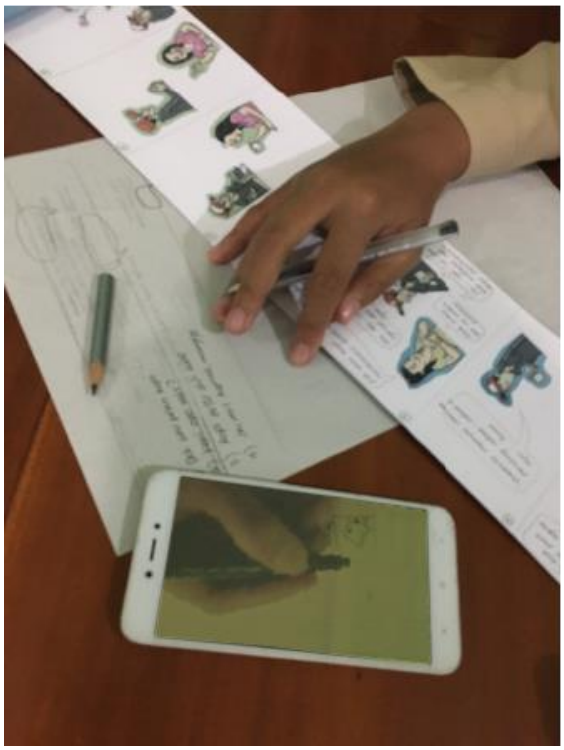


Figure 2 Students were Accessing the Media

Figure 3 First Students' Comics Display

Figure 4 Second Students' Comics Display

After the video tutorial was considered suitable for use, the video tutorial was sent to each student's smartphone with the aim to be accessible at home and become a guide to work in comics creating without depending on face-to-face learning at school. By utilizing the video tutorial, each student was able to do comics creating according to the correct steps, from making a script and story board, sketching, outline and coloring to comic display.

CONCLUSION

After the video tutorial was considered suitable for use, the video tutorial was sent to each student's smartphone with the aim to be accessible at home and become a guide to work in comics creating without depending on face-to-face learning at school. By utilizing the video tutorial, each student was able to do comics creating according to the correct steps, from making a script and story board, sketching, outline and coloring to comic display.

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