



Bandung
Creative
Movement **2014**

through creativity
toward global challenge

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PROCEEDING of

The 1st International Seminar & Conference

Bandung
Creative
Movement

BCM 2014

November 10-11, 2014

School of Creative Industries Telkom University

1st Edition

The 1st International Seminar & Conference



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PROCEEDING
THE 1ST BANDUNG CREATIVE MOVEMENT (BCM) 2014
November 10 – 11 2014

Theme :
“THROUGH CREATIVITY TOWARD GLOBAL CHALLENGE”

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School of Creative Industries
Telkom University

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Hak cipta dilindungi undang –undang Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit

PREFACE FROM THE DEAN OF SCHOOL OF CREATIVE INDUSTRIES TELKOM UNIVERSITY

Telkom University has a great honor and pleasure of inviting you to “Bandung Creative Movement 2014”, that will be held in **10-11 November 2014** at Telkom University, Bandung, Indonesia.

Bandung Creative Movement is an international of art works and designs. In addition to be a media that encounters the government, industries and intellectuals considered as the three important components that should collaborate synergistically to commemorate the creative economy era in Indonesia, it is also a medium to facilitate local movement existing in Bandung, as “The Emerging Creative City”, in order to provide a significant impact on the beginning of innovation and creativity for Indonesia. Through these activities, it is expected that creativity originating from the values of the locality and cultural traditions are able to broadly and globally develop.

The Opened opportunity for the participation of industries, faculties and government in contributing to the success this event is expected to be accelerated to build a media that create Indonesia’s Creative Economy which is able to strive competitively in the global world.

Dr. Ir. Agus Achmad Suhendra, MT.
Dean of School of Creative Industries
Telkom University



THROUGH CREATIVITY TOWARD GLOBAL CHALLENGE

Creative economy is a manifestation of efforts to make economy improvements which is highly competitive with creativity as the renewable resources. To develop the creative economy, it is required the collaboration of various components taking part in these important roles, namely: intellectuals, entrepreneurs and government. The intellectual role that plays an important element demands the educational bases or universities that are able to competitively generate innovations that can provide solutions to the various problems of the national economy.

In line with this, Telkom University with its vision and mission seeks to address this challenge by organizing an international event in order to be a media that provides a solution to the development problems of the national economy within this global competition. The international seminar and conference will concentrate on the industrial development in Indonesia by presenting the perspectives of the Ministry of Industry and Creative Economy, Bandung city, as The Emerging Creative City, and the view of academics as the source for the development of educational institutions. The speakers in this seminar are the industrial creative practitioners that have contributed globally and brought the locality values, creativities and cultures.

Furthermore, this event will also be a parameter in the writing development in the field of creative industries by holding a conference call for papers which is opened for academics and researchers in the creative industries discipline. The series are expected to be central to the creative industries development especially its contribution to education.

Head of The Committee
The 1st Bandung Creative Movement 2014
Fajar Ciptandi, M.Ds

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Study of Video Tutorials on The Increased Interest in Reading Among High School Students In Field Of Fine Arts in Denpasar

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Abstract

Education aims to develop the potential that exists and also a place to improve the skills and mindset to be able to sustain human life in the future and bring a positive attitude changes according to the culture adopted by the environment. Indonesia is one country that has a large enough number of people who turned out to have problems in the field of education is low interest in reading that occur among learners. Several attempts have been made by the government to increase the passion to read. The results obtained are still far from satisfactory in an effort to foster reading craze. Another effort is the growing use of multimedia as a medium for student learning. One form is the video tutorial. The purpose of this study is to get an idea of the interest in reading and video tutorials art subjects and the relationship between the video tutorials with an interest in reading among high school students and SMK in Denpasar. The method used is descriptive quantitative questionnaire on SMA and SMK students in Denpasar. The analysis used is descriptive statistics. The results showed that reading is strongly influenced by the interests owned by the student to the art subjects. The use of audio-video tutorials on the video quite inspiring them to understand the fine art subjects. It can be seen from the average value of a media strategy that looks so deserves to be developed. In testing the media, it appears that the use of video tutorials do not have a significant impact after airing among high school students. The same thing happens among vocational students. So the need for new ideas for the design of media to an increase in students' interest towards art subjects.

Keywords: Education, Video Tutorials, Interests, Interests Read

1. Introduction

Education is an important activity in human life. Education aims to help develop the potentials that exist in human beings. In addition, education is also a place to improve the skills and mindset to be able to sustain human life in the future and bring the positive attitude adopted in accordance with the culture of the environment. According Tirtarahardja & La Sulo (2008: 51), the elements involved in education as an educational process, namely: the subject is guided (learners), guiding people (educators), the interaction between learners and educators (educational interaction), area where guidance is intended (educational purposes), the effect of which is given in the guidance (educational materials), and the means used in the guidance (tools and methods), as well as the place where the incident took place (environmental education). Overall elements are interrelated to each other so it is not possible to be separated.

Indonesia is one country that has a large enough number of people who turned out to have problems in the field of education is low interest in reading that occur among learners. According to a survey conducted by BPS (Central Bureau of Statistics) in 2006 stated that the activity of reading as a source of new information about 23.5%. While watching television 85.9% and 40.3% listen to the radio. The data also noted that the population aged over 10 years who watched television amounted to 85.86% and 23.46% read newspapers. In 2009 according to the BPS, television viewing population reached 90.27% and 18.94% read newspapers. In 2012 ago by BPS shows that television viewing population increased by 91.68% and become who read newspapers amounted to 17.66%

http://bktp.dikpora.ntbprov.go.id/index.php?option=com_content&view=article&id=305_minat-

baca-dan-musibah-bagi-generasi-bang, accessed on 08/29/2013). The number of readers is certainly going to continue to decline from year to year with the pulling events televised.

2. Research Methods

The research design was used to analyze the relationship of video tutorials on reading interest among high school students and SMK in Denpasar is descriptive quantitative method by questionnaire on SMA and SMK students in Denpasar. The sampling method used was purposive with student respondents were from SMA Negeri 1 Denpasar, SMAN 3 Denpasar, Denpasar 7 SMA, SMK Negeri 1 Denpasar and SMK Negeri 5 Denpasar. Is a random selection of respondents for high school students and students of SMK Negeri 1 is a multimedia and non-multimedia majors and students majoring in hospitality accommodation for SMK Negeri 5 Denpasar. The analysis used is using descriptive statistics.

2.1 Education

Education as a means to improve people's lives in the future and have a strategic value for the progress of a nation. Outlines of State Policy of 1988 states that the national education rooted in the culture of Indonesia and based on Pancasila and the Constitution of 1945 is directed to improve the intelligence and dignity of the nation, as well as the Indonesian people realize that human faith and piety to the Supreme Esa, quality, and self-contained so as to establish itself and the surrounding communities and can meet the needs of national development. According J.J. Rousseau, education is giving us the supplies which do not exist in childhood, but adults need at the time. Carter V. Good define education as (a) the art, practice, or profession of teaching; (b) systematic knowledge or teaching related to the principles and methods of teaching, supervision and guidance of pupils; in the broad sense is replaced with the term education. Ki Hajar Dewantara define education that leads all the power of nature that exist on the children, so that they are as human beings and as members of the public safety and happiness it can be reached as high. John Piaget (1896) stated that education means producing, creating, though not many, though a creation is limited by comparison with the creation of another (Faturrahman et al., 2012: 1-2).

The purpose of education as the cultivation of noble values of human life has two functions: (1) provide direction to all educational activities; (2) something to be achieved by all educational activities (Tirtarahardja and La Sulo, 2008: 37-38). Giving direction to all educational activity is intended that all activities that do not provide the direction education is considered as an aberration and not functional even wrong and must be prevented. Normative educational purposes in accordance with the nature of the development of learners and participants can be accepted by the public as the value of life. Besides having a goal, education is also a process of mobilizing activities of all components of education by educators directed to the achievement of educational goals. The main objective of the management of the education process and the process of learning an optimal learning experience. Educational process involves the elements of the subject is guided education (learners), guiding people (educators), the interaction between learners and educators (educational interaction), the direction in which the guidance is intended (educational purposes), the effect of which is given in the guidance (educational materials) (Tirtarahardja and La Sulo, 2008: 51).

Models of innovative learning has grown due to the rapid advancement of science and technology in order to achieve optimal educational purposes. According to Joyce (in Trianto, 2007: 5) states that the learning model is a plan or a pattern that is used as a guide in the classroom learning or learning in tutorials and to determine the learning tools including books, movies, computers, curriculum and others. Furthermore, Joyce states that any learning model leads one into the design of learning to help learners such that the learning objectives achieved. These learning tools are hereinafter referred to as the medium of education.

2.2 Education Media

The word "media" is derived from the Latin and is the plural form of the word which literally means medium intermediate or introduction. So that the media can be interpreted as an intermediary or an introductory message from the sender to the receiver of the message. The media also has the sense of (1) all the way to transmit information; (2) a variety of forms, equipment, and systems that are composed into a mass communication treatment as a single entity such as newspapers, magazines, radio, television and website (Danesi, 2009: 192). Media education as the means used for teaching and learning has a sense that is quite diverse. Gagne (in Sadiman et al, 2008: 6) states that media education is the various types of components in the environment that can stimulate students to learn. Briggs argues that media education is all the physical tools that can present the message and stimulate students to learn. According to the National Education Association (National Education Association / NEA) states that media education are forms of both printed and audiovisual communications and equipment. Media should be manipulated, can be seen, heard and read. It can be concluded overall that the media is anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns and interests as well as the students' attention in a way that learning occurs (Sadiman et al, 2008: 7).

The type of media that is often used is as follows (Sadiman et al, 2008: 28-81):

1. Media Graphics

Media Graphics is a visual medium that serves to channel messages from the source to the receiver of the message by using the sense of vision is poured into visual symbols. Examples of graphic media are images / photos, sketches, diagrams, charts / charts, graphs, cartoons, posters, maps, flannel boards, bulletin boards.

2. Media Audio

Audio media has associated with the sense of hearing, so that the messages will be delivered poured into auditory symbols, both verbal (into words / language spoken) and non-verbal. Types of audio media include radio, magnetic tape recorders, LPs, and language laboratory.

3. Media Projection silent

This media has similarities with graphic media in the sense of presenting visual stimuli. The difference is the graphic media can directly interact with the message the media is concerned, while the projection of media silence, the message must be projected with the projector to be viewed by the target first. The types of media such as projection silent movie frame (slide), the chain films (film strip), overhead projector (OHP), an opaque projector, tachitoscope, microprojection with microfilm.

2.3 Video Tutorial

The word "tutorial" in the dictionary of Indonesian means (1) coaching classes by a teacher (tutor) for a learner or a small group of learners; (2) additional teaching by tutors; (3) books, movies computer programs that provide practical information about a specific problem. Another understanding of the tutorials or tutoring is aid or academic tutoring by tutors who are students (tutee) to help smooth the process of self-learning students as individuals or groups associated with teaching materials. Tutor is the person who gives lessons (lead) to a person or a small number of students (at home, not at school). Learning model by using the tutorial is self-reliance. Learners who use the tutorial as a learning medium should have the independence, discipline and initiative itself. A tutorial seeks to minimize intervention teacher or tutor. The difference in principle between tutorials with lectures commonly performed by universities is that the tutorial emphasis on student independence while in public lectures, teaching in this faculty has a very big role. Interaction shaped learning tutorial is knowledge and information communicated or presented in the form of small units accompanied with questions. Learning patterns in the form of tutorial interactions are usually designed branching (branching). Learning materials were studied in accordance with the

wishes of the learners themselves. Shaped interactive tutorial program that includes exercises to strengthen the students understanding of the learning material (Munir, 2012: 61).

The term is derived from the Latin “video” is from the word “vidi” or “vise” which means seeing or having the power of vision. Video is capture technology, recording, processing, storage, transfer, and building sequence of still images with present scenes in motion electronically. Video is a moving image. If the object at the animation is made, then the object in the video is real (Munir, 2012: 289-290). Agnew and Kellerman (in Munir, 2012: 290) defines digital media as a video that shows the arrangement or sequence of images and provide the illusion, and fantasy illustration in a moving image. Videos can also be regarded as a composite pictures dead are read sequentially in a time with a certain speed. The images are called frames that are combined and called the image readout speed with frame rate, with units of fps (frames per second). Jarice Hanson (1987: 23) expresses the sense of the video is a unique form of visual communication that has been influenced by historical, technical development, and criticism given to other media. It is difficult to define due to the development of the video due to the media through a number of related technologies (mostly grown on the development of other forms of media). According Jarice, the term video associated with the process and can meenunjukkan one of the actual visual image. According Cheppy Riyana (2007: 2) learning video media is media that presents audio and visual learning contains messages that contain both concepts, principles, procedures, application of theory to help the understanding of the learning material.

Based on the opinion of experts, researchers concluded that the video tutorials are a series of digital media in the form of a visual image that is displayed by a teacher (tutor) that contains knowledge and information about the concepts, principles, procedures, theory application specific learning materials to aid understanding of the learning material as guidance or additional teaching materials to students or a small group of learners.

2.4 Communication

Understanding communication according Liliweri (2011: 35) states that communication is a process of exchanging information are packaged in a symbol system together. This notion is taken based on the way humans interact with each other by using the symbols into a collective agreement. Understanding of communication can also be based on actions or activities undertaken by humans in receiving and sending messages. This action is commonly referred to as non-verbal communication that can be translated to the beat as a sign of anger, annoyance, and the emotions of others. In the above sense can be said that the communication is actually the main characteristics of the communication is as follows (Adler & Rodman, 2006: 4-6): (1) Communication is human; (2) Communication is a process; (3) Communication is symbolic.

2.5 Psychology of Communication

According to Budd and Ruben (in Mercy 2011: 7), communication has been studied from various aspects: anthropology, biology, economics, sociology, linguistics, psychology, politics, mathematics, engineering, neurophysiology, philosophy and so on. But the science is settled studying communication sociology, philosophy, and psychology. Sociological look at the interaction of social communication, philosophy on man's relationship with other realities, behavioral psychology on the communicant. In the field of psychology, Fisher (in Mercy 2011: 8) mentions four characteristics of psychological approaches to communication: the reception of stimuli in sensory (sensory reception of stimuli), processes that mediate stimulus and response (internal mediation of stimuli), response prediction (prediction of response), and confirmation of response (reinforcement of response). In addition, communication psychology also provide an approach to the use of communication media, especially in the mass media effects caused by the use of media. One is the uses and gratifications. The model uses and gratification looking at the

individual as being suprarational and very selective. Human understanding is regarded as a very dynamic individual.

2.6 Human Communication and Computer

Human communication and computer, or better known as CMC (Computer Mediated Communication or computer-mediated communication) is defined by John December as the process of human communication via computers, involving people in a particular context in a process for a variety of purposes. According to Susan Herring, CMC is the communication that occurs between people through a computer device. Another thought expressed by Gerry Santoro in which CMC can include virtually all computer usage including diverse applications such as application programs for statistical analysis, remote sensing, and financial modeling programs all of which fit within the concept of human communication (Thurlow, 2004: 15). In CMC, there are three main things that be thought that communication, media and computers.

2.7 Human

The computer system consists of three aspects, namely hardware (hardware), software (software), and human (brain-ware). All three aspects must be able to work together so that a computer system can work perfectly. In other words, to be able to design a system of human computer interaction is perfect, the designer does not only have to know the technical aspects of the computer system, but also to understand how humans process information (Santoso, 2009: 15). So that an information and communication technology or technologies in various fields can be accepted by audiences should have the following requirements (Dix in Proctor (eds.), 2005: 29): (1) Useful: A technology must meet the utility function (functionality) that is technology that will be made to have maximum utility for the user; (2) Usable: Technology should fulfill the function of ease of use (easy-to-use) technology that is designed to be easy to use and easy to learn for users; (3) Used: Fulfilling the function of the technology used is designed to be used from the beginning onwards by the user.

Technology as a medium of communication in humans emphasizes two things psychologically important is the rationale that (1) the existence of human motivation to make the process of communication; (2) the existence of human cognitive processes that build the active communication (Barker in Yazdani, 2000: 1). Human motivation is to make the process of communication is a human nature as social beings. Humans will always strive to continue to make communication as a form of social interaction to each other. The discovery and development in the communication media is a proof that humans have a strong motivation to continue the communication process. In addition to strong motivation, interpersonal communication can occur due to having the same level of cognition. Cognition in question is the perception, interpretation, and connotations that happens to humans when communicating. Perception is the experience of objects, events, or relationships obtained by inferring information and interpret messages (Mercy 2011: 50). Interpretation of the large Indonesian dictionary is defined as a theoretical view of the things; giving impressions, opinions, or views based on the theory of something; interpretation. Connotation is the development aspect marker (the meaning or content of a sign) by the user signs in accordance with his point of view (Hoed, 2014: 17).

2.8 Aspects of Development Interests

Definition of interest is an impulse that causes the dependent individual attention on a particular object such as a job, lessons, objects, and people. Interests associated with cognitive, affective, and motor and is a source of motivation to do what they want. The interest is fixed (persistent) and no element needs and deliver satisfaction. The more often interest is expressed in activities such interest will be stronger, otherwise interest will be dashed if there is no chance for

mengekspresikannya. The nature and character possessed special interest are as follows: (1) The interest is personal (individual), there is a difference between a person's interest and others; (2) Interests discriminatory effect; (3) Closely related to motivation, affect, and are affected motivation; (4) The interest is something that is learned, not innate and can be changed depending on the needs, experiences, and modes. The factors that include interest, as follows: (1) The need for physical, social, and selfish; (2) experience (John, 2011: 63-64).

Teens derived from the Latin word "adolescere" (noun, meaning adolescentia is teenagers) who "grow up" or "grow up to become adolescent". Adolescence terms, as used today, has a broader meaning, encompassing mental maturity, emotional, social, and physical (Hurlock, 1980: 206). According to Elizabeth B. Hurlock (1980: 216), there is no universal adolescent interest because it depends on the sex, intelligence, the environment in which he lives, the opportunity to develop an interest, interest in peers, status within a social group, innate ability, family interests and many other factors. Hurlock (1980: 217) also states that all young teenagers many have little interest and he also has a certain special interests that consists of various categories, the most important of which is the leisure interests, social interests, personal interests, interest in education, interest in work, interest in religion, and interest in status symbols. Recreation interests consist of games and sports, leisure, travel, hobbies, dance, read, watch, radio and cassettes, television, daydreaming. Social interest consists of parties, drinking, drugs, conversations, helping others, world events, criticism and renewal. Personal interest consists of interest in personal appearance, clothing, achievement, independence, money.

2.9 Interests Read

In the description above says that reading is part of the recreation interests. Reading has the sense of a way to get the information conveyed verbally and a decoction opinions, ideas, theories, research experts to be known and be a student of knowledge (Yamin, 2007: 106). Understanding reading or reading in a large Indonesian dictionary has a sense (1) see and understand the content of what is written (with verbalized or only in the liver); (2) to spell or pronounce what is written; (3) say; (4) predict, determine, (5) estimated, taking into account, understand. Based on the description of the understanding, the researchers conclude that the interest in reading has a sense of urge attentiveness individuals to obtain information in writing (verbal) in a way to see, understand, and understand the content of what is written.

3. Results and Discussion

The number of respondents who obtained the research is as follows: (1) Students of SMA Negeri 1 Denpasar as many as 99 people; (2) Students of SMAN 3 Denpasar as many as 180 people; (3) Students of SMA Negeri 7 Denpasar as many as 163 people; (4) SMK Negeri 1 Denpasar multimedia department of 25 people and departments in addition to multimedia 236 people; (5) SMK Negeri 5 Denpasar majoring in hospitality accommodation up to 40 people.

3.1. Interests

Based on research conducted on the SMA and SMK students in Denpasar result that the average value is given to the interest has varied quite a difference. Among high school students gave an average value for the interest of at least 3,409 and maximum 3.473. Different judgments given by vocational school students who give an average value for the interest areas of fine arts subjects are at least 3,019 and maximum 3,697. More detail can be seen in the graph below.

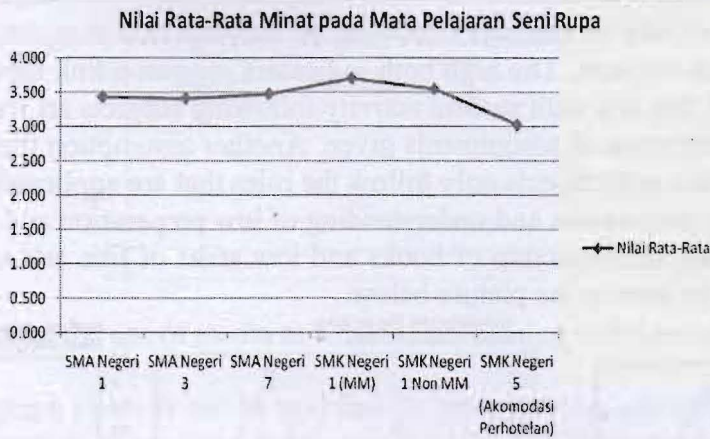


Figure 1. Graphs the average value of an interest in the subject of art

Based on the graph above it can be seen that the highest interest is the vocational school students majoring in multimedia. This is due to the general vocational school is a school that is very specific to particular areas of expertise so that students are trained to master a particular field that is in demand by students from the beginning. In terms of understanding the interests of students enrolled in vocational indeed continuously practice their skills through education undertaken so that further strengthens their interest in these fields. So as to trigger and stimulate their motivation to continuously at it. Different things happen in a public school where the students are trained to develop interests owned specifically so that the interest be dashed.

Fundamental problems that occur in general is the lack of preparation and understanding occur among high school students and SMK at Denpasar towards their interest in the field of fine arts. It can be seen in the picture below.

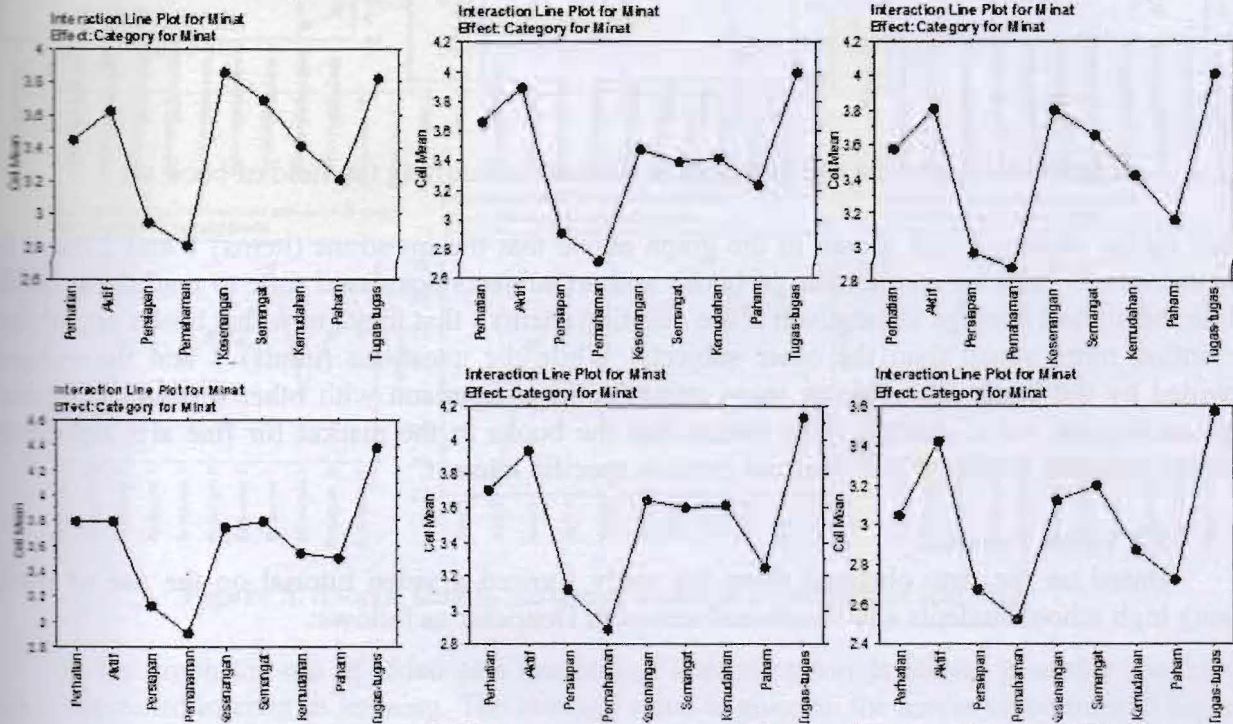


Figure 2. Graph interest in the field of visual arts among high school students and SMK in Denpasar

Based on the data obtained, both the interest indicator shows the average number of the lowest compared to other indicators. Indicator which indicates that they are of high interest in the

field of fine arts is the activity of students following art subjects and completion of tasks assigned by the teacher of fine arts subjects. The high both indicators suggest a link between the value given by the subject teacher of fine arts with student activity following subjects art form in the presence of class attendance and completion of assignments given. Another assumption that can be given is that the students follow the fine arts subjects only follow the rules that are applicable curriculum.

Weakness in the preparation and understanding of low preparation and understanding of the field of art due to the lack of ownership of books and low areas of fine arts students have time to read these books. It can be seen in the picture below.

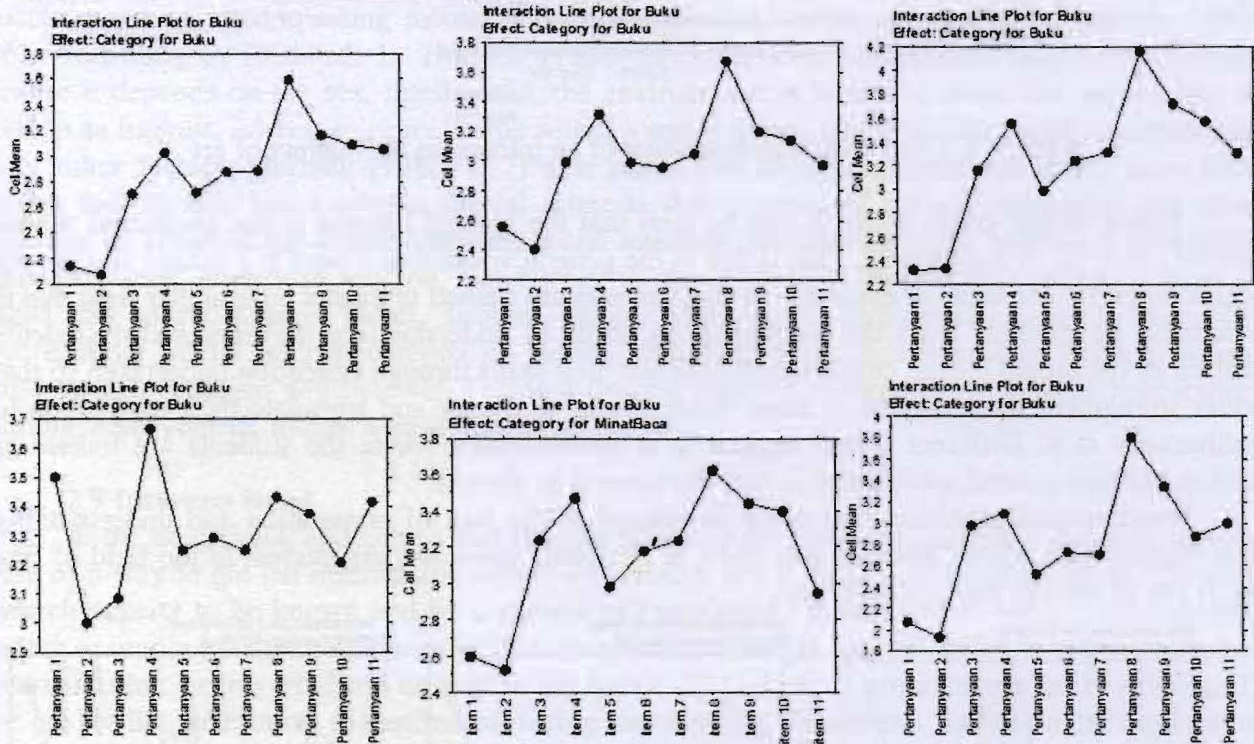


Figure 3. Graphs the use of media as a means of learning the field of book art

Based on the obtained data shown in the graph above that the questions (items) 1 and 2 have the lowest average value of a collection of books and art subjects possessed time to read these books. While the highest average value given is the question (item) 8 that they know that books art subjects presenting more visual than the other subjects. While the questions (items) 7 that the material provided by the book arts subjects more attractive in comparison with other textbooks, students gave an average value enough. This means that the books in the market for fine arts among the students assumed mediocre and does not provide specific interest.

3.2 Video Tutorial

Based on the data obtained from the study showed a video tutorial on the use of media among high school students and vocational school in Denpasar as follows:

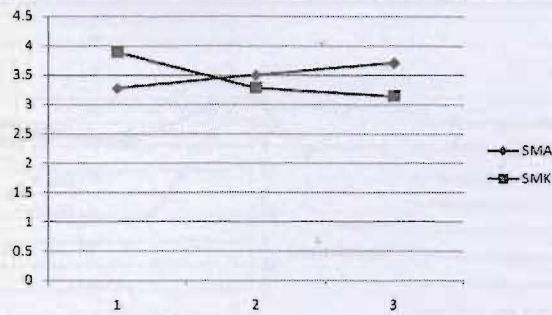


Figure 4. Graphs the use of media as a means of learning video tutorial in fine arts

Based on the graph above it can be said that in general, SMA and SMK students who are in Denpasar use video tutorials as teaching media arts field is almost balanced. If the overall average of the obtained results that the average value obtained by high school students is 3,495 and for students SMK is 3.438. This suggests that both SMA and SMK students using the media as a learning video tutorial is pretty average. Highest average value in the use of video tutorials as a learning medium is the art field of SMK Negeri 1 Denpasar multimedia majors. This is related to the number of hours of practice that exist in vocational schools so as to streamline study time at home, more students use video tutorials for learning. For a more complete description can be seen in the figure below.

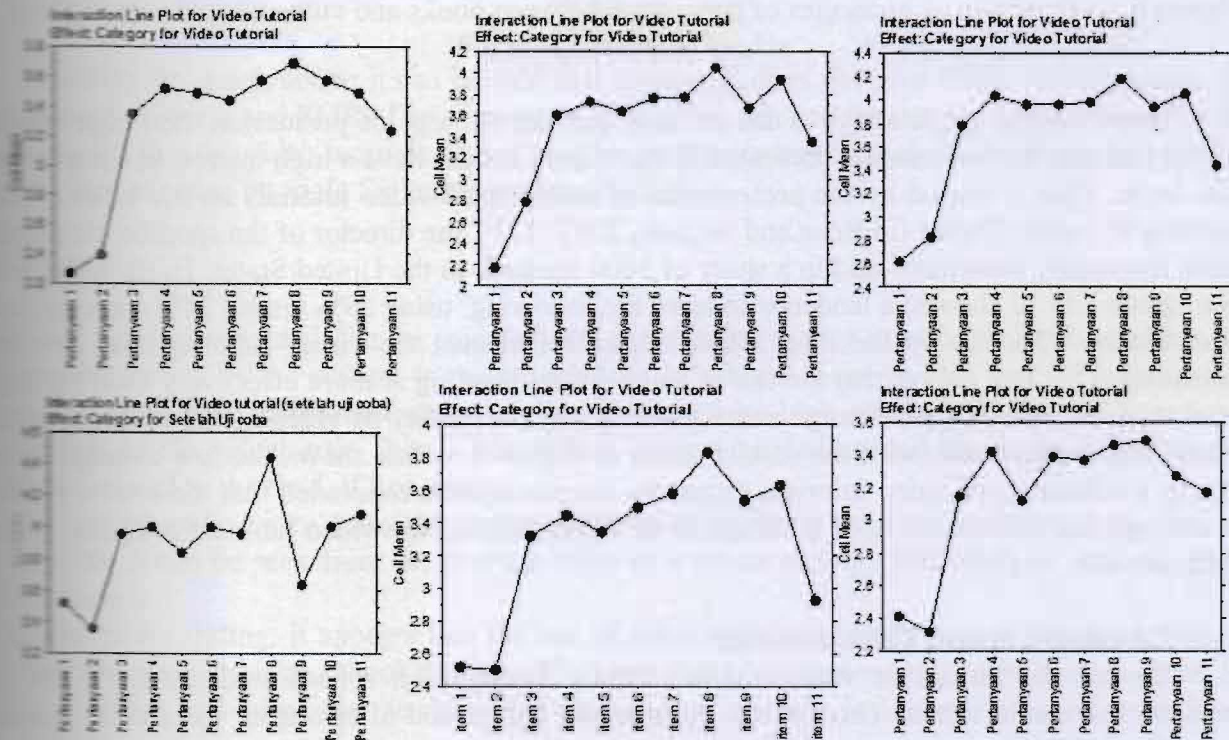


Figure 5. tutorial details the use of video as a medium of learning.

In the graph the use of video as a medium of learning tutorials above, generally speaking, there is increased interest in learning. The average value is given to the media video tutorial higher than the book. This is due to the use of audio and video is in the video tutorial. When viewed as a media strategy that is divided into a persuasion strategy, a strategy of interaction and entertainment strategy, it can be seen in the figure below.

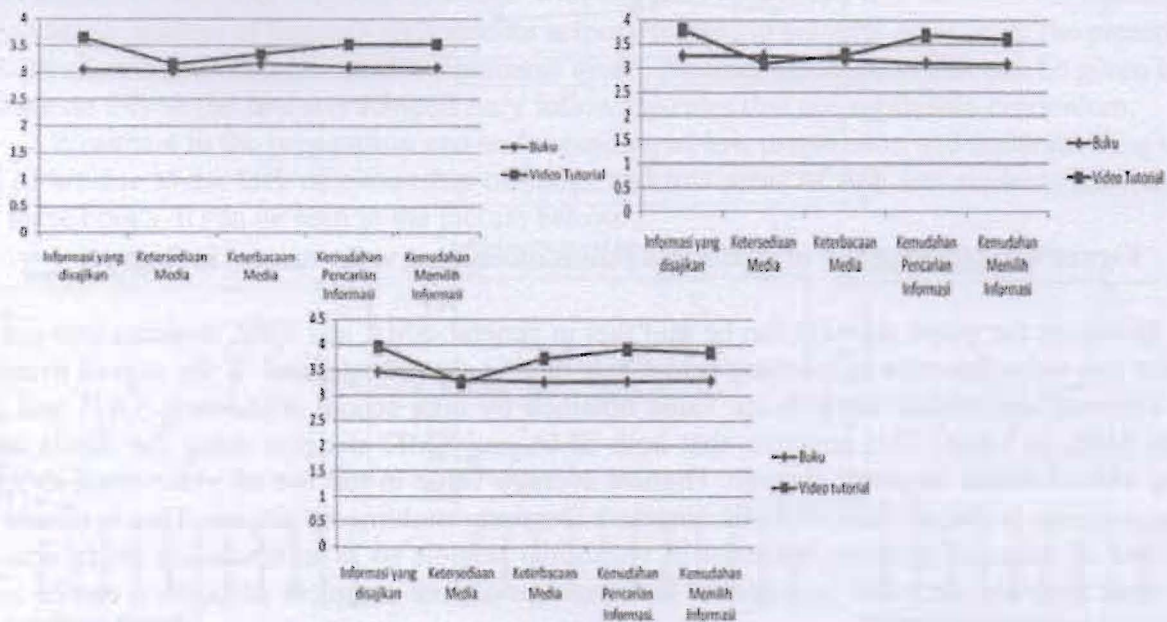


Figure 6. Comparison of Strategies of persuasion between books and video tutorials among high school students 1,3, and 7

Based on the graph above it can be seen that the strategy of persuasion then high school students feel that the information presented in the video tutorials have a high interest in comparison to the book. This is caused by the presentation of audio-based video tutorials on the video which according to Lynn O'Brien (in Rose and Nicholl, 2003: 131), the director of the specific diagnostic studies Rockville, Maryland, said in a study of 5000 students in the United States, Hong Kong, and Japan, grade 5 to 12 showed a tendency to learn the following: using 29% visual, 34% auditory, and kinesthetic by 37% but by the time adulthood, kelebihan visual learning style is more dominating. This fact proves that the use of audio-visual learning is more effectively used for high school students. The lowest average value given is the availability of video media tutorials in the market. This corresponds with the results given in Figure 5 which shows the low average value given to a collection of video tutorials given. So the researchers concluded that the reason for the low average rate of ownership of a collection of video tutorials available in the market are low.

3.3 Impact Media Video Tutorial

To see the impact of video tutorials media among high school students and SMK in Denpasar, the media tested. Then do the comparison before and after testing the media. Results obtained are as follows.

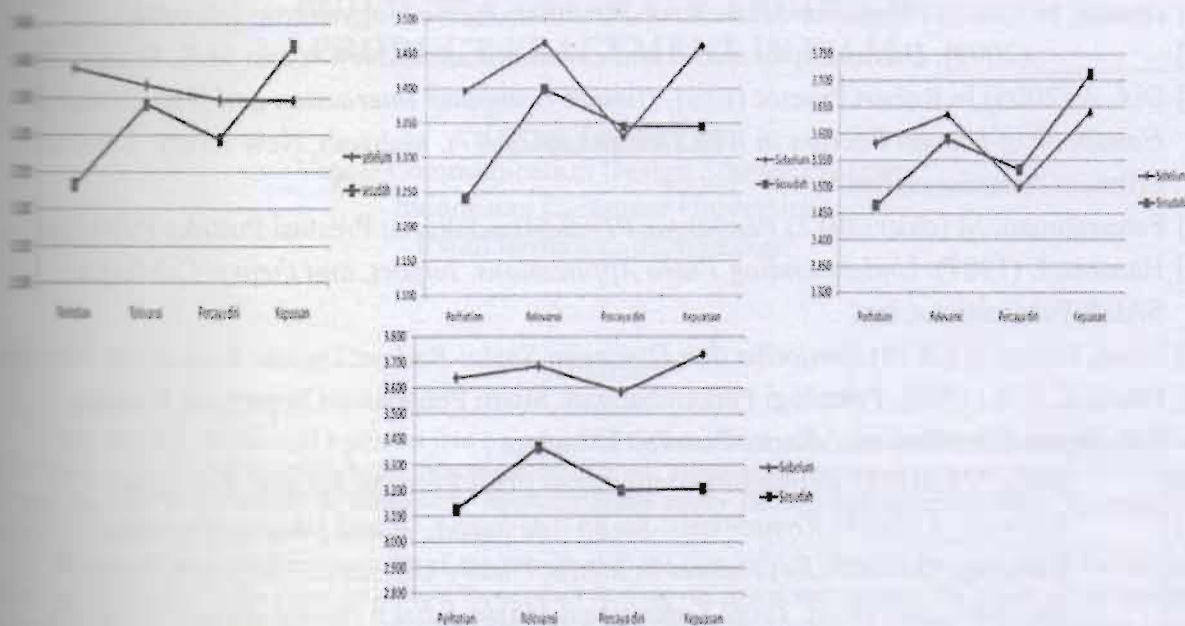


Figure 7. graphs the impact of video tutorials media among high school students and SMK in Denpasar

Based on the graph above it can be said that the media does not give effect video tutorials for high school students and SMK. The average value is given prior to the test as compared to after the tests showed that the video tutorials do not give any influence on the students. So it can be said that the medium of video tutorials for learning art ineffective.

4. Conclusion

1. Based on data obtained can be said that the interest in reading is strongly influenced by the interests owned by the student to the art subjects. In general it can be said that the issues raised were lack of preparation and understanding possessed by high school students and vocational subjects to the visual arts. This is due to low interest in reading and the desire to collect the books related to the field of fine arts.
2. The use of audio-video tutorials on the video quite inspiring them to understand the fine art subjects. It can be seen from the average value of a media strategy that looks so deserves to be developed.
3. In the media testing, it appears that the use of video tutorials do not have a significant impact after airing among high school students. The same thing happens among vocational students. So the need for new ideas for the design of media to an increase in students' interest towards art subjects.

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