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Design A Video mapping Prototype At Vastenburg Fortress For Tourism Destination Promotion

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ABSTRACT

Vastenburg Fort was designated as a national cultural heritage in 2010, and until now it has been managed by the Surakarta City Spatial Planning Service and the Central Java Cultural Heritage Conservation Center. Efforts to preserve and introduce cultural heritage in Indonesia have actually been carried out by the government and the general public through communities or social institutions, but have only been limited to events, both large and small scale. It cannot be denied that recognition and knowledge about cultural heritage, especially forts, for the current millennial generation is very minimal, both in the school environment and in the surrounding environment. So that the historical values of the fort do not become extinct and get the attention of the millennial generation, recognition and knowledge about the fort must continue to be encouraged, apart from that, the need for tourism promotion regarding the history of the fort is also still very limited. One way is to use audio-visual media which is packaged attractively into video mapping. Vastenburg Fort, in its efforts to educate, introduce and provide knowledge to the wider community, especially the millennial generation, uses audio-visual media which is attractively packaged as video mapping. Apart from interesting media, video mapping also requires content that is interesting and not monotonous.The aims of this research are: (1) Presenting video mapping work about the history of the Vastenburg fort (2) Showing the role of the fort as a strategic place for educational activities. (3) Exploration of visual works that are out of the mainstream of works in general. (4) Responding to problems currently occurring in the surrounding environment. (5) Create a video mapping work as a creative and effective alternative media. The research method stages used in this video mapping are: (1) Development, (2) Pre-Production, (3) Production, (4) Post-Production, (5) Distribution. The target output to be achieved from this research is an International Journal and Textbook about video mapping which is of course useful for the teaching and learning process, as well as a reference for anyone who wants to work using video mapping techniques

Keywords: *Culture Heritage, Video Mapping, Vastenburg Fortress, Tourism Promotion, Experiential Media*

1. INTRODUCTION

Vastenburg Fort is an educational tour among the many educational tours in the city of Solo. This building, full of historical elements, stands firmly around the city of Solo. With its strong historical elements, this fort is a good educational tour for tourists. Especially for tourists whose hobby is history. The tour is carried out to trace the history of the city of Solo. This fort is highly recommended to visit considering its very important function in ancient times[1]. That is the attraction of this fort.

History records that according to orders from Governor General Baron Van Imhoff, this fort was built in 1745. The purpose of building this fort had a very vital function for the Dutch East Indies at that time. Its function is to supervise the Surakarta Palace which rules in Surakarta. Vastenburg Fortress has a moat along the perimeter of its walls. This moat serves to protect the fort with bridges at the front and rear doors. At that time, it was located right in front of the Dutch Governor's residence, which is now the City Hall office. Has a field in the middle of the building as a place for flag rolls before duty.

In order to defend Indonesia's independence, this fort was then used as a TNI maracas. This fort changed its function again to become the center of the 6th Infantry Brigade/Trisakti Baladaya Kostrad and also functioned as a training ground for palace soldiers. But unfortunately, after the 1980s this fort was no longer functioning. Because it no longer functions, Vastenberd Fortress is abandoned in a poor condition. In 2010, this fort was renovated and made into a cultural heritage site.[2] Before the Covid-19 pandemic took place, this fort was always used by various groups of people. Usually used for various activities such as festivals,

music concerts, or other activities related to the community. Unfortunately, after the Covid19 pandemic occurred, this fort was empty of visitors.

Efforts to preserve and introduce cultural heritage in Indonesia have actually been carried out by the government and the general public through communities or social institutions, but have only been limited to events, both large and small scale[3]. There are no significant efforts to preserve and introduce this fort, for example through educational curricula in the form of subject matter to be taught in schools, both at elementary, middle and high school levels, which are legitimized by the Indonesian Ministry of Education and Culture[4].

Talking about forts, of course it is not only viewed or assessed from the material aspect, but there are still many factors that can be studied apart from the appearance of the fort itself. These factors include historical values, philosophy or symbolic meaning of the shape of the fort, aesthetics, social and even economic values[5].

If these things are not taught from an early age, the public's assessment of the fort will increasingly move away from the noble values of the fort. It cannot be denied that the preservation and introduction and knowledge about forts among the current millennial generation is very minimal, both in the school environment and in the surrounding environment. So there is a misunderstanding in understanding the fort, especially among the millennial generation. It cannot be denied that many people think that the fort is a haunted building, synonymous with the occult and mystical world[6]. This happened because of the disconnection of correct information about the fort in society. This incorrect information actually distances the historical values of the fort.

So that the historical values of the fort do not fade and are not misunderstood by the millennial generation, preservation, recognition and knowledge about the fort must continue to be encouraged. One way is to use audio-visual media which is packaged attractively into video mapping[7]. It is time for every fort and other heritage tourist attractions to maximize supporting media to present the collections of each museum so that visitors are more interested and also the message, knowledge and insight they want to convey can be more reached, understood and comprehended by visitors[8].

Video Mapping is one of the newest video projection techniques used to transform almost any surface into a dynamic video display, often found at events such as concerts, fashion shows, music festivals, and usually in conjunction with other arts performances[9]. The purpose of video mapping is to create the physical illusion of an image by combining audio-visual elements[10]. The first time video mapping was shown in Indonesia was in 2010, precisely at the Fatahillah museum by Adi Panuntun.

Vastenburg Fort, in its efforts to educate, introduce and provide knowledge to the wider community, especially the millennial generation, uses audio-visual media which is attractively packaged as video mapping. In today's digital era, the right media is really needed to be able to introduce and preserve Indonesia's cultural heritage with a futuristic style, performances that are new, easy to remember and stick to the memories of the Indonesian people, especially the millennial generation, namely with video mapping performances[11]. Apart from interesting media, video mapping also requires content that is interesting and not monotonous[12].

This Mapping video contains the history of the founding of the Vastenburg fort. It is hoped that this media can help efforts to preserve and introduce cultural heritage that has historical value that is worth preserving. The problem formulation of this research is:

1. How to create a video mapping work as a creative and effective alternative media to introduce and preserve Indonesia's cultural heritage with a futuristic style, a new performance, easy to remember and stick to the memories of the Indonesian people, especially the millennial generation
2. How ts,,mo explore visual works that are out of the mainstream of works in general by presenting video mapping works about the Vastenburg fortress, its noble values and history

2. METHOD

The design method is a structured series of steps in producing work that meets the objectives based on the data and analysis that has been carried out. In the context of audio-visual works, this method is used to produce effective media in conveying messages to the audience. The method used in this final assignment is the ADDIE method (Analysis, Design, Development, Implementation, Evaluation).

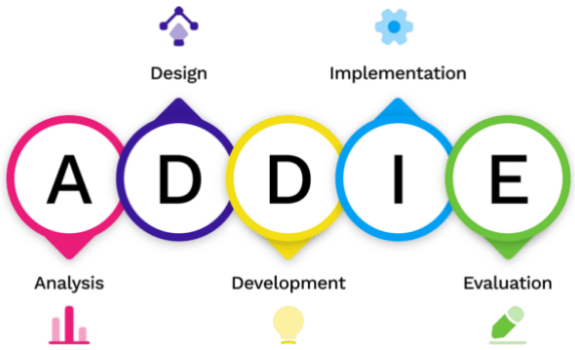


Figure. 1 ADDIE Methods
Source: Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer

1. *Analysis*

At this stage, data is collected and processed as a basis for design. Things analyzed include media needs, target audience, and materials to be used.[13].

a. Media Requirements

The determination of the media is based on the problem raised, namely Vastenburg Fortress For Tourism Destination Promotion. The media chosen was video mapping because it is able to display interesting visuals and helps convey information more interactively.

b. Target Audience

The target of this design is tourists, especially the younger generation.

c. Material

Material was obtained from field observations, literature studies, and idea development. Apart from that, a brief and creative brief are also prepared as a reference in determining the visual concept and message to be conveyed [14].

2. Design

This stage includes the pre-production stage where this stage contains concept planning and storyline. This stage consists of:

• Script (Manuscript)

Preparation of narrative text that will be used in the video.

• Storyline

In the production of video mapping, the storyline used is not the complete storyline but only as a guide for the production team

1. Begenning (Beginning of the Story)

The introduction to the fort begins with the history of the fort's establishment from beginning to end.

2. Middle (Middle of the Story)

Introducing the ins and outs of the fort in detail.

3. End (End of Story)

Introducing the current castle function.

• Storyboarding

The process of designing the storyboard for the Vastenburg fort mapping video contains the arrangement of the story for each scane in the video, so that it is arranged by including the time for each scane, the content of each scane, and the order of each scane, making it easier when entering the Production stage.[15].

3. Development

This stage includes the production process, namely the creation of visual and audio material. This stage consists of:

a. Visual creation

The visual creation is in accordance with the concept at the analysis and design stage, visual creation is mostly done by creating visual elements which are then moved. This visual creation uses Corel Draw software, and Adobe Illustrator.

b. Visual effects

Visual Effects or VisualFX is the provision of certain effects to a video that has been created using computer engineering and other objects, which aims to create a more realistic view, dramatize the scene, and also emphasize aesthetic aspects in accordance with the concept that has been created. This stage also involves the process of moving objects to create the illusion of movement. The software used in this stage is Adobe After Effect and Adobe Premier Pro.

(https://jurnal.pcr.ac.id/index.php/jkt/article/view/55/41)

c. Audio

The process of creating and selecting sound at the editing stage is an important element, sound includes background sound and voice over. The role of sound will add to the impression of the video and the message you want to convey in the video will be more easily accepted by the audience. This process includes sound recording, namely Voice Over, and Environmental Sounds. The software used is Adobe Audition, FL Studio, and Vital.

4. *Implementation*

The final process of making video mapping involves doing the following things:

a. Editing

Editing is the process of organizing, reviewing, selecting, and arranging images and sounds from recorded production. Editing must produce coherent image displays and meaningful stories according to what has been previously planned, namely to entertain, inform, inspire and so on (Roy Thompson and Christopher J. Bowen, 2009: 1). The editing process is carried out using the Adobe Premier Pro and Adobe After Effect software.

b. Mixing

This stage is the process of combining various sound elements, such as music and sound effects, into one harmonious, balanced and professional-sounding whole. The software used in this mixing process is Adobe Audition and Adobe Premier Pro.

c. Rendering

Rendering is the process of building an image from a model using an application on a computer. (Source; https://www.grafis-media.website/). When making video mapping, in the Adobe Premier application, after processing is complete, rendering is then carried out, in the after effects application, rendering is also carried out after the graphic elements and effects have been completed.

d. Testing

According to Hetzel 1983, testing is an activity used to evaluate a parameter or capability of a program or system and ensure whether it meets the needs or expected results. (Source; https://dosenpintar.com/). This testing stage is used to test whether the video mapping that has been created is suitable for display and publication or not.

e. Distribution

In Alex S. Nitisemito's view, this distribution highlights the importance of the existence of distributors in the production and consumption process of goods and services. In his view, the existence of distributors is not only a channel created by producers, but can also stand independently as a separate institution outside producers and consumers. (https://www.kozio.com/term/distribution/). The

distribution of this Mapping video, apart from being given directly to the Vastenbergh Museum, will also be distributed to Vastenburg fortress also aims to be distributed by advertising, among other things:

a. Social media

With so many internet users in Indonesia, it is clear that the potential for digital marketing through the use of social media has greater opportunities. This is also supported by the average amount of time people in Indonesia spend surfing the internet, which is around 6 hours 43 minutes every day. It could be said that a quarter of Indonesian people's lives are spent using the internet. For this reason, the use of social media as a promotional and distribution medium must be carried out optimally in order to reach a wider market. Social media marketing is a marketing process carried out through third parties, namely social media-based websites, such as Youtube, Instagram, Facebook, even TikTok.

5. Evaluation

The evaluation stage is a process to assess the extent to which the design or product created is effective, appropriate for the purpose, and suitable for use. carried out simply and only reaches the stage of analyzing the results of the work. This evaluation includes:

a. Formative Evaluation

Carried out during the design process to ensure each stage goes according to plan.

b. Summative Evaluation

This is done by viewing or analyzing the final results of the video, both in terms of visuals and message delivery.

3. FINDINGS AND DISCUSSION

Based on the data and methods mentioned above, the creation of video content for mapping the Vastenburg fortress is as follows:



Figure 1 Result of Video Mapping Prototype.

VastenBurg Fort was designated as a national cultural heritage in 2010, and until now it has been managed by the Surakarta City Spatial Planning Service and the Central Java Cultural Heritage Conservation Center. Efforts to preserve and introduce cultural heritage in Indonesia have actually been carried out by the government and the general public through communities or social institutions, but have only been limited to events, both large and small scale. It cannot be denied that recognition and knowledge about cultural heritage, especially forts, for the current millennial generation is very minimal, both in the school environment and in the surrounding environment. So that the historical values of the fort do not become extinct and get the attention of the millennial generation, recognition and knowledge about the fort must continue to be encouraged. One way is to use audio-visual media which is packaged attractively into video mapping[16].

Vastenburg Fort, in its efforts to educate, introduce and provide knowledge to the wider community, especially the millennial generation, uses audio-visual media which is attractively packaged as video mapping. Apart from interesting media, video mapping also requires content that is interesting and not monotonous. The aims of this research are: (1) Presenting video mapping work about the history of the Vastenburg fort (2) Showing the role of the fort as a strategic place for educational activities. (3) Exploration of visual works that are out of the mainstream of works in general. (4) Responding to problems currently occurring in the surrounding environment. (5) Create a video mapping work as a creative and effective alternative media. The research method stages used in this video mapping are: (1) Development, (2) Pre-Production, (3) Production, (4) Post-Production, (5) Distribution. The target output to be achieved from this research is an International Journal and Textbook about video mapping which is of course useful for the teaching and learning process, as well as a reference for anyone who wants to work using video mapping techniques.

4. CONCLUSIONS

This study emphasizes the significance of preserving the historical value of Vastenburg Fortress for the millennial generation using creative and modern media, such as video mapping. This medium serves not only as an educational and informational tool, but also as a form of creative visual exploration outside the mainstream. Through research methods that encompass the development and distribution stages, this video mapping project is expected to function as an effective alternative medium for conveying historical values and also supporting educational activities. The final results, in the form of a journal and a textbook, are expected to provide academic contributions and serve as a reference for the development of video mapping works in the future.

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