

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

The design of coloring educational books in graffiti for adolescents aged 16-18 years was carried out in an effort to present more interactive, applicable, and appropriate learning media with the characteristics of adolescents as visual learners. Based on the results of research and the design process that has been carried out, it can be concluded that the coloring book media has the potential to be an effective means of graffiti education because it is able to combine elements of learning, creativity exploration, and entertainment in one media. Through the presentation of material in the form of an introduction to graffiti style, coloring techniques, and coloring activities directly, adolescents can understand the basics of graffiti in a way that is easier to understand and fun.

The design of this book is also an alternative form of education that can help reduce the negative stigma of society towards graffiti. Graffiti is not only seen as an act of vandalism, but also as part of visual art and urban culture that has aesthetic value and creative potential. With targeted learning media, adolescents are expected to be able to channel their interests and creativity into more positive activities, while increasing appreciation of graffiti art as part of the development of visual communication design.

#### **5.2 Recommendations**

Based on the results of the design that has been done, the authors suggest that the development of graffiti-based educational media can continue with a more innovative approach and in accordance with the development of adolescent interests. This coloring education book still has opportunities to be developed further, both through the addition of more varied materials, exploration of more diverse graffiti styles, and the integration of digital media so that the learning process becomes more interactive. In addition, support is needed from schools, the art community, and the community in providing a positive creative exploration space for adolescents, so that interest in graffiti can be directed as a form of artistic expression that is educative, creative, and has aesthetic value, not just viewed as vandalism.