



INNOVATION IN LEARNING DEVICE FOR COMMERCIAL GRAPHICS COURSE

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ABSTRACT

This article is motivated by the problem of lack of innovation in learning tools for commercial graphic learning. The current situation of adaptive and innovative commercial graphic learning is still low. Strategies need to be selected and implemented in product development studies for Project Based Commercial Graphic Planning learning tools. The method in this paper is descriptive - experimental. The system design model used in Research and Development of learning tools uses the Dick, Carey and Carey model. Learning outcomes products are reviewed by learning design experts, through subject matter experts, learning design experts, and learning media experts. A series of formative evaluation sessions – the review and revision process carried out in the development of this learning product tool. The research results show that the material learning tools implementing a project-based approach have improved learning outcomes that are better than the target. The results of research and development of this model are very satisfying.

Keywords: *Development, Project Based Learning, Innovation Learning Materials*

1. INTRODUCTION

The Commercial Graphic Planning course is the main course as a prerequisite for continuing the Social Graphic Planning course in the Visual Communication Design study program at the Faculty of Fine Arts and Design, Trisakti University. Factually, the transformation of knowledge in the Commercial Graphic Planning course is not well received. Students feel boring and less interested, and are not interested in asking questions, this happens because the lecturer is less interactive in delivering theoretical and practical learning material and the exercises given are less varied and the use of learning materials, so that they are equipped with analytical skills and completing assignments - in the form of projects not maximal. The reality is that in the Commercial Graphic Planning course it is very difficult to get good grades, the average grades obtained are C and D. The current learning process uses the lecture method, centered on the lecturer.

Lecturers should transform and facilitate students in a learning process that is not boring by presenting effective, efficient and interesting learning. In the learning process for the Project-Based Commercial Graphic Planning course, the lecturer should only act as a facilitator, then convey theoretical learning material and provide practical activities so that students can achieve learning goals by prioritizing learning activities through interaction between students and lecturers. Kamaruddin et al. (2023) defines project-based learning is a learning model that involves a project in learning. Projects carried out by students can be individual or group projects and carried out collaboratively over a certain period of time, producing a product, the results of which will be displayed and presented. Because in this way the project-based learning model is expected to facilitate the achievement of student-oriented learning, so that student grades achieve optimal grades, namely A.

For this reason, this research was carried out using the research and development model of Gall et al. (2007) in conducting a preliminary study, in order to obtain information and collect authentic data regarding learning outcomes before obtaining models and project-based learning material products. Then, to develop learning device products, the researchers use Dick and Carey's (2009) learning development system design model.



This Commercial Graphic Planning learning model was also used by Kamaruddin et al. (2023) in project-based strategy and approach in applying themes, contexts, as well as planning, processing, and implementing learning process activities.

2. METHODS

Research and Development (R & D) approach was adapted to the required objectives (Kamaruddin et al., 2023). Information and data collection was carried out through observation, interviews and questionnaires. The information and data collected is used as an analysis of learning needs.

At the research and development stage, the researcher used the Dick and Carey 's Instructional Development Model (2009). The products produced are learning materials for Planning Project-Based Commercial Graphics, learning manuals for lecturers and students. The resulting learning material products are validated by experts consisting of learning material experts, learning design experts and learning media experts. Furthermore, after validation by experts, the product is tested through one to one, small group and field trials, to determine the effectiveness of the learning tool

3. RESULTS & DISCUSSION

The results of preliminary research show that students do not have sufficient competency in the project-based commercial graphic planning course. Based on preliminary studies and the results of needs analysis, it is necessary to develop learning tools for Planning Commercial Graphics that refer to theoretical competence through affective, cognitive and psychomotor aspects. The learning tools developed, initial learning development using project-based strategies consist of conceptual models, procedural models and physical models. The conceptual model is a conceptualization of theories and principles that are integrated to form a learning design model. The Procedural Model was developed using the Dick and Carey Instructional Development Model. The Physical Model produces project-based learning model products for the Planning Commercial Graphics course. The development of project-based learning tools for the Planning Commercial Graphics course has been carried out in accordance with the development procedures of Dick and Carey (2009) so that the resulting learning design tools are suitable for use in the learning process in the Visual Communication Design study program. Effectiveness of learning tools for Planning Project-Based Commercial Graphics, through Pre-test and Post-Test. The results obtained from the Pre-Test and Post-Test show a higher increase in the value of the Post-Test results compared to the Pre-test results. This means that it can be concluded that these learning tools can improve the learning outcomes of students in the Visual Communication Design study program.

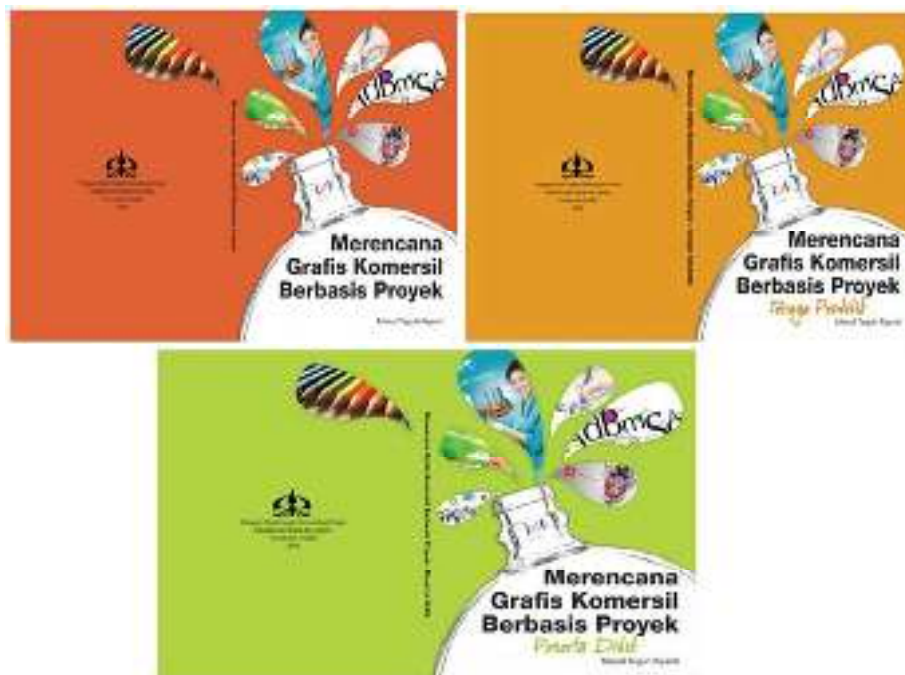


Figure 1. Learning Manual: Visual Communication Design Learning Material Products

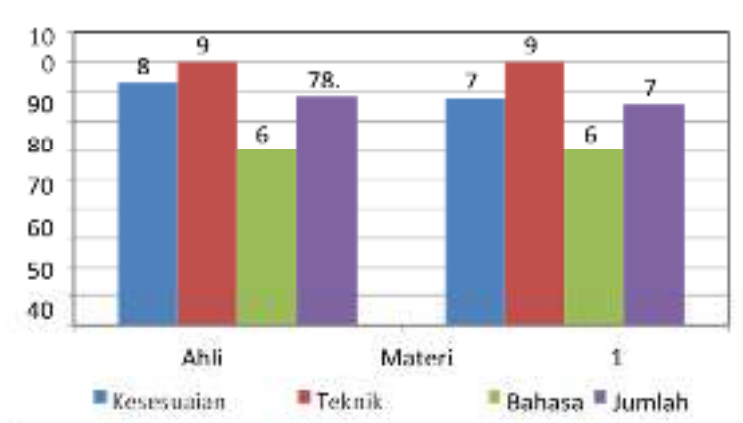


Figure 2 Learning Material Expert Eligibility Results

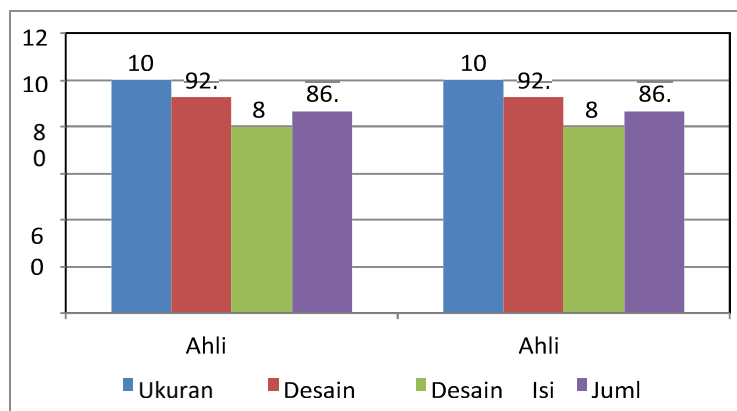


Figure 3. Learning Media Expert Validation and Evaluation Results (Part 1)

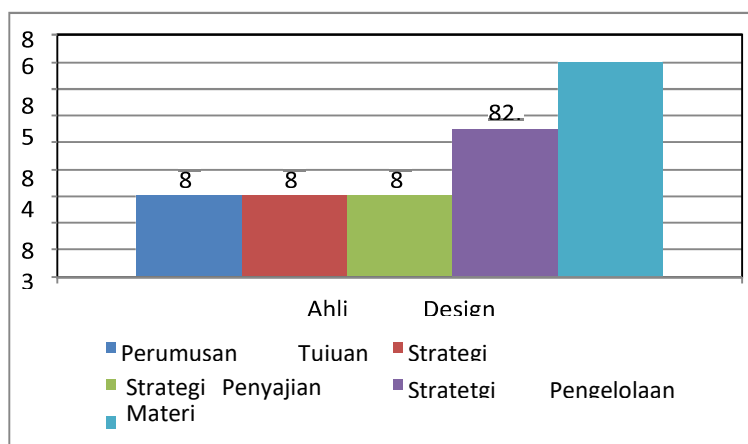


Figure 4. Learning Media Expert Validation and Evaluation (Part 2)

4. CONCLUSION

Based on the problem formulation and research objectives as well as the discussion of research results that have been presented in the previous chapters, it can be concluded from this research and development that:

The learning tools for the Planning Commercial Graphics course which were developed using a project-based approach consist of a) conceptual tools, b) procedural materials tools, and c) physical materials tools.

The development of learning tools can help organize problems, identify relevant problem factors, and then provide corrections that make it easier to map the problem. Conceptual learning tools can be a representative that truly shows the phenomenon being studied. Conceptual learning tools have characteristics; 1) is a verbal or visual construction that helps to distinguish important things related to the substance. 2) describes the substance logically and systematically, seen from the cause and effect relationship of related factors, 3) creates a basic reality of collective understanding, because the conceptual model is based on language that comes from understanding and theoretical references. Conceptual learning tools for the project-based Commercial Graphic



Planning course built on theories that help how to see a problem as a whole. Procedural carries out the next stage, research and development through formative evaluation by conducting expert review, revision, one-to-one learner, instructional revision, small group, instructional revision and Field Trial (Pre-Test and Post-Test).

Physical learning material devices resulting from research and development, produce products consisting of a general learning guidebook for project-based Commercial Graphic Planning courses, a learning guidebook for lecturers, a learning guidebook for students. Each of these products has its own function.

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