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Integrating Research Into Teaching and Learning to Promote School Beliefs and Values

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Abstract—Today, the youth live their lives with images and stories through social media. For them, social media is not a consumer item but a tool that facilitates access to communication, exchange, education, and their entertainment. The youth need to examine by starting the story in a different way. Drawing, linking a picture and a meaning. Any craft of their creativity is a process and getting better at it. Crafting a story is not just simply making, it is also form a repository of beliefs and values. As a visual communicators learners their goals to keep the viewers believing in their story. Using visual approach and simulating their experience the youth or students draw their storyboard in order to promote their school's beliefs and values.

Keywords— Teaching and Learning, Research, Promote, Storyboard, Drawing, beliefs and values.

I. INTRODUCTION

Visual Communication Design, Faculty of Architecture and Design Soegijapranata Catholic University signing 3 years filmmaking as a community service program requested by Karangturi National Senior High School Semarang 2016-2019. The program run once a week in 90 minutes and research base to describe the school's beliefs and values through a storyboard before filming. But, in the case of this program, filmmaking is more interpreted as a simple audio visual program. At the end of the program, students are expected to be able to understand the knowledge of audio visual stages (pre-production, production, and post production) and crafting a simple story with their drawings through socialmedia.

Gotot Prakosa (1997) notes that at least we need to differentiate between film and the latest audio-visual products with increasingly sophisticated technology. As his notifications, nevertheless film is still a film and requires a dark room to understand it with a set of certain seriousness matters. But indeed, between film and audio visual has a similar element. Both use moving elements or moving images. These images will be the main subject for the youth in Senior High School to examine. How the students believe they can not draw, and how to teach and learn they can?

Drawing is a matter of problems for most of the students. Students believe that they can not draw. From the classic book written by E.G Lutz (1935), shows us the way to begin and finish the drawings clearly shown step

by step. As the artist told us, we always a helpful book or person for young artist like the students in the senior high school. The students were taught and learned about how to draw and crafting a story through storyboard. Storyboard then only then will be the final art before filming. Although for some students, would clearly indicate that storyboard making by drawing is a matter of problems. In the process, they can draw through a storyboard and become more prepared and resilience.

A simple surroundings research is needed before the students starting their creativity in drawings. As teachers seek to reflect beliefs and values and embrace the students' multifaceted ways of knowing through and using social media. According to Kendrick at all (2004) studies on the professional development needs of higher education teacher and revealed that their primary needs include development of research skills, specifically in methods. Referring to what Kendrick said, multiple strategies will be utilized to give active, reflective teaching and learning. These multiple strategies include whole class discussion, modelling, adaptation audio visual product with sophisticated technology, pedagogical method to attain teaching and learning outcomes, collaborative learning groups, games, acting, demonstration, and drawing.

Visual communication design program provided the strategies to help students get their attention and doing better thing related to the school beliefs and values. Karangturi National Senior High School in keeping with its motto "4M3B": 4B-Menyimak, Mengantri, Menghabiskan Makanan, Memungut Sampah, and 3B-Baik, Berbakat, Bisa, inspire to develop a sense of belonging and also feel so pride in their school through 4 Commitments : Listening, Queueing Up, Spending Food, Picking Up The Trash, and through 3 Characterization Good Attitude, Talented, and Competent.

This study uses student's drawing to transform what they know about core values and beliefs into storyboard and audio visual product at the end. As social media has advantages to display audio videos such as Youtube, Vimeo, Instagram, Facebook, the students use them to communicate and to entertain the audience. On several occasions they use the product to broadcast the messages through an event or school show.

II. METHOD

Prosser suggests (2006) the use of visual methods as an alternative way to understand the humanity. The images will provide researcher a plenty of cartoons, photographs, drawings. This methods will be applied as a part of extracurriculum program in Karangturi National Senior High School. The collections of drawings from the students will be interpreted as their articulate their beliefs and values through images. This part requires a teacher to give a syntax learning to the students in weekly meeting. A syntax learning will provide stages like the first 15 minutes game, 10 minutes watching short movies, 15 minutes drawing demonstration, 40 minutes drawing repetition, and then 10 minutes reflection and evaluation. The goals on this study is developing the knowledge and creating visual communication design with sophisticated technology.

III. RESULT AND DISCUSSION

Integrating research into teaching and learning to promote school beliefs and values is urgent for teachers today. Knowledge represents past time and knowing as present bring challenges to the teachers in their teaching. Drawing a picture with beliefs and values – based learning, and use the sophisticated technology through social media effect the audiences target. Teachers will need a learning model.

The main characteristic of a learning model is the "learning syntax" or learning stages, the stage in implementing a learning activity. As Huda, et. all (2016) note, the syntax shows what activities need to be carried out by a teacher from the beginning of learning to the final activity. According to the syntax learning stages, the documentation of learning process in the class will be shown part per part below.

The Fisrt 15 Minutes Game.

A common question arises regarding to a learning process, why using a game? Pre-condition before the class is being started, teacher must sets a several condition linking cognitive or mental attitude from the students. They should have fun with the subject to be given. Playing games develop active engagement, their collaborative skill, critical and creative thinking and strategies.



Fig. 1. Following instruction to play a game

10 Minutes Watching A Short Movies.

After having fun games, students develops their focus, interest, confidence, and will be ready for participating the next level. Although games created fun situation, the teacher should sets personal goals for each students to bring a role model, role of the teacher. One of this role is watching a short movie and have a little discussion among them.



Fig. 2. Watching a short movie

15 Minutes Drawing Demonstration

Creative and effective learning strategy after having a short movie, is trying to give an example briefly. Demonstrating how to draw directly will give insight to the students what should be done. This activity must be the simplest way to represent or articulate the school beliefs and values. Students of Karangturi National Senior High School use a boardmarker to draw a picture.



Fig. 3. Giving an example of drawing

40 Minutes Drawing Repetition

Challenges in our classes today are individual differences. A teacher becomes a partner until the students reaching their maximum potential. But, the students have the ability develop their skill independently. In short, they need time and duration to repeat the demonstration of drwaing with their own skill making a storyboard. The result of their works are documented by photograph or camera snapshots. This documentation soon will be edited as motionboard. The motionboard preview will be shown to students and they started to initiate reflection and evaluation.



Fig. 5.



Fig. 4. Articulating beliefs and values through images

10 Minutes Reflection and Evaluation.

The final stage from learning syntax model is reflection and evaluation. Gathering the students, the teacher presents the results of their works and beginning to explain from the first stage. How they prepare content for one day activity, how the content is delivered to the students, working together, connecting the students to a role model, demonmstration, and pull together all visual assets from the students edited. After having small talks, they watch their art works together. In the near future, it is possile for them develop advance drawings, better and better.



Talking the art works had been done

Final Art Works - Beliefs and Values Representation 1



Fig. 6. Sample art works 4M -3B mottoes

Final Art Works - Beliefs and Values Representation 2

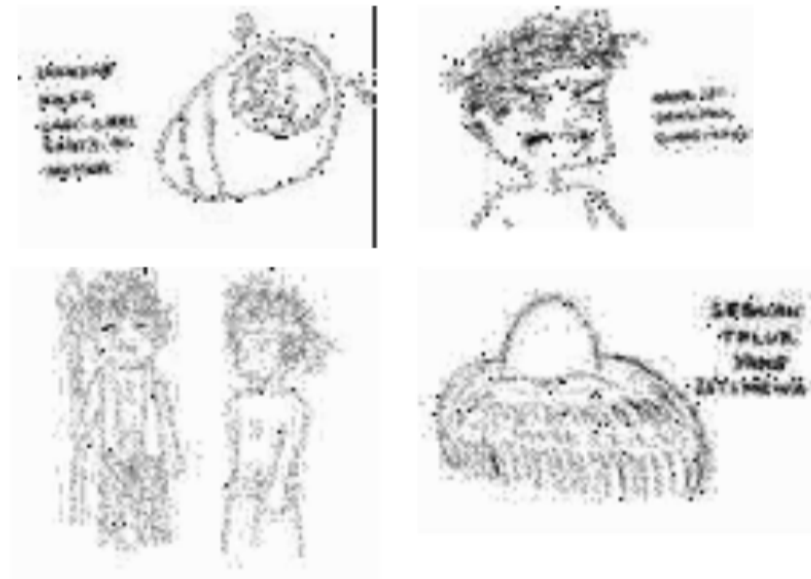


Fig. 7. Sample art works Cap Go Meh event

From the first stage to the final art works, an information process was illustrated. It looks at how the students store and retrieve information from the teacher. Learning is attained through rehearsal and consistent use of information. At this point, refer to Vygostkyan perspective, noted by Risabh (2013), used a metaphor to explain his perception of teaching, learning, and

development within the socio cultural context. He negotiated learning through interaction with others. This theory focuses on how to store and retrieve information. Students, boys and girls in this case, do their drawing through social interaction. They interact one another while doing their works, in the same beliefs and values. They are clearly understood, willing to support the school rules 4M3B, 4 Commitments : Listening, Queueing Up, Spending Food, Picking Up The Trash, and through 3 Characterization Good Attitude, Talented, and Competent.



Fig. 8. Motionboard for 4M and 3B mottos



Fig. 9. Mootionboard for "Cap Go Meh" Opening Tittle

The Karangturi National Senior High School Semarang, in keeping its beliefs and values inspire to develop a sense of belonging and pride to the school through a commitment and respect. Cap Go Meh opening

title displays tolerance of others with different perspective, beliefs and values. This statement related to what Rabiger (1998) stated, that a visual communication designer, a documentarian, an artist working with images, could give the best role as a prophet, explorer, reporter, painter, promoter, bugler, advocate, and prosecutor. Among those roles, the role as a promoter produces art work to the highest quality. Students need to be involved and to know why they are learning something in the planning and evaluation of their instruction.

IV. CONCLUSION

A boarder point of view is still needed, on the youth dynamic Karangturi National Senior High School students' drawing capabilities. They were taught and learned about filmmaking through a storyboard. In the future, how they represent their beliefs and values through drawing has a potential unique way to promote the school. For a student, would clearly indicates that storyboard making by drawing is a matter of problems. They believe they can not draw. In the process they can draw through a storyboard and become more prepared and resilience week by week. So they do it and do it more. Do it better, fail and fail better to prove they can draw. The most important, they begin their task research-based learning surroundings the school.

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