Implementation of Active Learning Strategy for Improving Activities and Results Study of Review of Communication Visual Design Subject
(Case Studies of Student at Graphic Design Program, Widyatama University)

Annisa Bela Pertiwi, Widyatama University, annisa.bela@widyatama.ac.id

Abstract

The backgrounds of this research are there a low activity and poor result study of review of communication visual design subject. The purposes of this research are to improve the activity and result study of student at Graphic Design Program using Active Learning Strategies. Active Learning Strategy is a strategy which is to encouraging students how to use the brain, creating and discussing the ideas, solving problems, and implementing the action. The research method used is qualitative research which collecting data through observation, interviews, and documentation. The research data analysis using qualitative descriptive analysis, which is Data were analyzed not by numbers but words form and sentences or paragraphs are stated in descriptive form.

Keywords: Active Learning Strategy, Improving Activities and Results Study, Review of Communication Visual Design Subject.

Introduction

Almost all industries require qualified human resources who have skills in the field of Visual Communication Design. Visual Communication Design is the science of developing a form of visual communication language processing messages for social or commercial purposes. The process of visual communication is usually through the exploration of ideas through the use of signs, images, symbols/signs , writing letters (typography), and color illustrations of which are related to the sense of sight. Visual Communication Design in the industry have a important role, because it works as a Visual Communication Design communicant to introduce a product. Role of Visual Communication Design in the industrial world usually in the field of printing, for example, for a variety of things such as business cards, posters, brochures, to corporate identity, corporate identity which is a symbol/logo created by graphic designers to describe a company's image .

In that regard, through the education of Visual Communication Design, students equipped with the knowledge of the "Review of Visual Communication Design" to lead the future world of work. This course is the basic theory of the study of the design process, design history, the values of the design work, the link design with various elements of life such as lifestyle, development, and social. The purpose of this course is to give the students an understanding of the history of design, design works, both in change, development, novelty and concept behind it. It also gives an understanding of the function, form and style designs prevailing in his time.

In this paper, the focus of the issues to be discussed is the subject of learning activities Visual Communication Design Review conducted in Graphic Design Studies Program, of Visual Communication Design Widyatama University. There are several constraints that are known through the observation of the author, which are generally very passive student and do not have the initiative to participate in the learning process. This is conform with the interview results that has been done with Rudy Farid (Preview faculty member in the Visual Communication Design at the University Widyatama) in May 2014, he explained that:

"In class, students generally do not play an active role and be a listener only when lecturers delivering lecture material, so the lecturer is more talkative. During the course there is no active interaction of students, even when lecturer attempt to provoke by asking a questions, they always replied that they already understand . Finding students who are actively asking questions on subjects Preview of Visual Communication Design , is something rarely happening in the classroom."

Based on above explanation , it can be concluded that the courage to ask the students to play an active role, asking opinions, discussion seems to have stuck by tradition that dominated college lecturer. In this case, learning approach which only centered on the lecturer to be less effective in learning. Therefore, the learning process requires the student centered approach, namely learning approach that positions the students as subjects students who are actively involved in the learning process, both physically, mentally, and emotionally.

Good learning process and the quality has a function and purpose to enable learners in the classroom and increase student understanding of the learning material. The process learning called successful and have an quality, if the students are actively involved in the learning process in the classroom, as well as increase their understanding of the learning material. To increase student understanding and activities in the classroom, and therefore need to use active learning strategies.

With active learning strategies, lecturer can be prepare students to be active, so they are can be show their potential which includes cognitive, affective, and psychomotor thrive. Through the implementation of active learning strategies, the expected learning objectives in the course of Visual Communication Design Review can be achieved with either, in the other side the students were able to improve their competence in doing something positive which in turn can improve the quality of their abilities and to have the benefit of life, especially in the face of the world of work.

Review of Active Learning Strategies In Learning Activities

1 . Definition of Active Learning Strategies

Active learning strategy is basically a form of learning-oriented approach on the activity of learners. As noted Sukandi (2003: 6) that:

Definition of active learning strategies is the perspective that considers learning as an activity to construct meaning or understanding of the experience and the information carried by the learner, not by the teachers regard teaching as well as activities to create an atmosphere that developed the initiative and responsibility of the student to learn, so willing to continue learn during his life, and does not depend on teachers or others when they learn new things.

Based on above explanation, it can be concluded that it is an active learning strategy is a way of teaching or learning strategy that requires the activity and participation of student optimally in order to develop the knowledge, abilities , actions , and experiences in order to shape the cognitive skills, affective and psychomotor. In this case the lecturer only act as a facilitator.

According to Sanjaya (Ali Muhtadi , 2007: 3), there are some assumptions that underlie the need to implement active learning strategies in learning activities, such as:

a. Philosophical assumptions about education , that education is a conscious effort to develop towards maturity human intellectual, social, and moral maturity. Therefore, the process of education is not only to develop the intellectual alone, but includes the full potential learners.

b. Assumptions about the learner as the subject of education. That assumption is describe that students are not objects to be loaded with information, but they are subjects that have potential, so the learning process should be directed to develop all potential owned of learners.

c. The Assumptions about educators, the educator is responsible for the achievement of student learning outcomes, moreover the educators required to have a professional skills in teaching, has a teaching ethic, has a role as a source of learning, be a leader (organizer) that enables to realization of good conditions for students in learning activities.

d. The assumptions of relating learning process, that is the learning process planned and implemented as a system. Learning event will occur when learners interact with the set of environmental educators. In addition, the learning process will be more active if use the right methods , techniques and efficient. In this case, the learning activities has a provide to pressure on the learning processes

and balanced of products, so, the focus point of the learning process is the existence of the optimal learning activities by students.

2 . Concepts of Active Learning Strategies

In the application of active learning strategies, the educators should be able to attract students to constantly have a desire to learn, and should be come from the deepest of heart, so that learners has a full awareness that learning is a part of the obligation that must be carried out by students. For that an educator must consider several principles in implementing active learning strategies, as revealed by Semiawan and Zuhairini (Muzakiyah, 2006: 11) as follows:

a. Motivation Principles

Educators should be act as a stimulant or motivator . There are two types of motivation, such as within motivation (intrinsic) and external self- motivation (extrinsic). Intrinsic motivation can be done in self excite curiosity of students, willingness to try new things, and a desire to progress in learning. Motivation from the outside can be done by providing rewards, for example through praise or punishment.

b. Background or Context Principle

Educators need to investigate how the knowledge, feelings, skills, attitudes, and experiences that has been owned by the learners. In teaching the diversity of plants or animals, for example, teachers can relate to the experience of students with plants and animals reared her parents, who are in the surrounding environment. In this way, the students will more easily grasp and understand new learning materials.

c. The principle of the directivity to Specific Focus Point or Center.

An educator is expected to make a form or pattern of a lesson , so a lesson not fragmented and the attention of students can be focused to the lesson on a particular matter. Therefor, the educators must have clearly formulate which the problem to be solved, and formulating questions to be answered. This effort can limit the vastness and depth of the learning objectives and will provide a direction to the goal which to be achieved properly.

d. Principles of Social Relations or socialization

In the study, students need to be trained of work with their peers. There is a certain learning activities that will be more successful if done together, for example is group of work. In general, students would prefer to work in groups rather than working alone . Learning about building materials that are usually used by people in building a house, of course it would be easier and faster if the students work together. They can be divided into groups and each group was given different tasks. Practice in work together is very important for the formation process of the students personality.

e. Principles of Learning While Working

Learners are essentially learning while working or doing activities . Work is a statement demands of the student. Therefore, students need to be given the opportunity to do real activities involving muscles and their mind. When they are grow, it can be reduce levels of work and increasing levels of thinking. Anything which they are gained through work activities, seek, and find themselves not be easily forgotten. It will be embedded in their hearts and minds. The students will rejoice when they are given the opportunity to distribute their work capability.

f. Individual Differences Principle or individualization

Zuhairini (Muzakiyah, 2006: 13) revealed that "each individual has a different tendency". Therefore, teachers expected to not be do same something to their students. A teacher is expected to learn that difference issues, so that the promptness and success of student learning can be growing develoving to optimally".

g . Finding Principles

An educator should be able to provide the opportunity for all learners to explore and discover some of the information that has been owned. Such information should be limited to information that is really fundamental, and provoke the learners for dig up more info. If the learners are given the opportunity to seek and find their own information , then they will feel the shaking of thoughts, feelings and hearts. The shaking within the students will make learning not boring, it is very exciting.

h . Problem Solving Principles

All activities will be directional if the learners are encouraged to achieve certain goals . To achieve these goals, the learners should be faced with a problematic situation in order to sensitize to the issue. Sensitivity to problems can arise if the learners are exposed to a situation that needs solving. The educators should be encourage the learners to look at the problem, formulate it, and make an effort to solve it as far as the level of ability of the students.

Based on above explanantion, it can be said that the principle of active learning is a learning model that strongly emphasizes activity and participation of learners in the learning process. Therefore, the role of educators in this learning model does not dominate in learning process, but rather serves to provide convenience (facilitators) to stimulate learners to always be active in terms of physical, mental, emotional, social, etc. Educators should provide opportunities to learners for get interact with the learning material that is being studied . Educators should not only deliver learning materials, but also create pleasant conditions for a process of learning that is appropriate to the aim of learning.

3. Active Learning Strategies

As described earlier, active learning strategy is used way to implement lesson plans lecturer who has been drafted in learning activities in order to achieve an optimal learning goals. But the success of the strategy depends on how lecturers learning to implement the learning process. There are six active learning strategies proposed by Silberman to do lecturer in learning activities, such strategies are: Guided Learning (Guided Teaching), Problem Solving (Problem Solving), Learning style game Jigsaw (Jigsaw Learning), Panel Discussion, Homemade Study Case - students (Student - Created case Studies), Information Search.

Implementation of Active Learning Strategy To Improve Student Learning Activities and Results of Course Review of Visual Communication Design

Here the authors describe the implementation of active learning strategies do lecturer in teaching and learning activities in the course Overview of Visual Communication Design. The theory of the active learning strategy is proposed by Silberman (Muzakiyah, 2006: 19).

1. Guided Learning (Guided Teaching)

In this technique, a lecturer propose one or several questions to track student knowledge or getting their hypothesis or conclusion , and then sorted them into a number of categories. Guided learning method allows lecturer to find out what is already known and understood by the students before exposing what lecturers teach. This method is very useful in teaching abstract concepts.

Procedure:

a. Ask a question or series of statements that students explore ideas and knowledge they have. Use questions that have multiple possible answers, such as "How do you explain how intelligent a person?"

b. Provide adequate time for students in pairs or groups to discuss their answers.

c. Instruct students to return to their respective places and record their opinion. If possible, the selection was their answer into several separate categories related to different categories or concepts such as "the ability to draft designs" in the category of spatial intelligence.

d. Serve the main learning points that wants faculty to teach students. Instruct students to explain their answers to the suitability of these points. Record ideas that provide additional information for the learning points of the course.

2. Problem Solving

Problem solving strategy is a strategy that encourages students oversee the steps that they use in solving a problem. They will 'show and explain' how they resolve the problem. By analyzing the detailed steps , lecturer can gain valuable information about the problem solving skills possessed by the student. To be problem solvers, students need to learn to do rather than just correcting answers existing problems in the textbook.

Procedure:
a. Choose one, two or three issues among the problems that have been learned by the student.
b. Solve the problems and write down all the steps or procedures that will be passed to solve the problem.
c. If the lecturers have problems in this issue and require much time or too hard, replace it with another problem.
d. When professors get a nice problem that can be solved and documented less than thirty minutes, give the problem to the students. (Assume that the student must resolve the problem within an hour).
e. Make the order or work with very clear instructions.
f Give and explain evaluation issues to students.
g. Explain to them that this is not a test or a test or quiz.
h. Provide adequate time for students to work on this task.
i. Once the student assignment , faculty collect and ready to make corrections or evaluation through the stories that have been made.
j. Once corrected, return it to the student lecturer.

3. Jigsaw Learning

Learning Jigsaw style (jigsaw) is the most widely practiced technique. This technique is similar to the exchange group, but there is one important difference that each student is teach something. This is an interesting alternative when there are learning materials that can be segmented or divided and when the sections should be taught in sequence. Every student can learn something when combined with the material being studied by other students, form a knowledge collection or skills.

Procedure:
a. Choose the learning materials that can be broken down into several sections. A part can be as short as a few sentences or whole paragraphs. (If the material is long, tell students to read their assignments before class). Examples include:
   1) The module contains several important points.
   2) The parts of science experiments.
   3) A section or a script that has different subtitles.
   4) A list of definitions.
   5) A number of articles as thick as a magazine or other types of short readings.
b. Calculate the number of parts to be studied and the number of students. Share fairly a variety of tasks to different groups of students. For example, imagine a class consisting of 12 students. Suppose that the lecturer can divide the subject matter into three segments or parts . Lecturers may then be formed quartets (groups of four members), by providing segments, 2, or 3 to each group. Then, instruct each quartet or 'study groups' to read, discuss, and learn the material they receive. (If you want a lecturer , the lecturer can form two pairs of ' peer learning ' first and then incorporate it into pairs and quartets to consult a sharing of ideas).
c. After completion of study time, form the groups 'learning style jigsaw,' the group consisting of representatives of each groups 'learning' in the classroom. In the example just given, each member of the quartet is able to count starting from 1, 2, 3, and 4. Then form a study group with a number

of the same jigsaw. The result is a trio of four groups. In each of these there will be a trio of college students who have studied segment 1, segment 2 and segment 3.

d. Instruct the group members 'jigsaw' to teach each other what they have learned.

e. Instruct the students to return to its original position in order to address the question that remains to ensure accurate understanding.

4. Panel Discussion

This activity is a good way to stimulate discussion and give students the opportunity to identify, explain, and clarify issues while continuing to participate actively with the entire student."
Procedure:

a. Choose an issue that will invite the interest of students . Serve the problem that stimulated the students to discuss their opinions. Name five questions for discussion.

b. Select four to six students to form a group panel discussion. Arrange them in a semi- circle formation in the front of the class.

c. Instruct other students to sit around the discussion group on three sides in a horseshoe formation.

d. Start with a provocative opening question. Hand over the responsibility to the panel discussion, while a core group of students who are making records in order to prepare them turn the discussion.

e. At the end of the discussion period has been set, remove the whole class into small groups to continue the discussion of the questions that still exist.

5. Homemade Case Study - Students (Student - Created Case Studies)

Case studies are widely recognized as one of the best learning method . Generally, Case studies focuses on the problems inherent in a situation or a concrete example, the action to be taken and lessons learned, as well as ways to handle or avoid such situations in the future. The following techniques allow students hooked to make their own case studies.

Procedure:

a. Divide the class into pairs or trio. Tell them to make a case study that can be analyzed and discussed by other students.

b. Explain that the purpose of a case study is the study of a topic or a situation by reviewing concrete examples that reflect the topic. Here are some examples:
   1) A comic storyboards can be written to show how to read it.
   2) A current resume can be analyzed to learn how to write a resume.
   3) A report on how a person can discuss designing a media campaign to learn the procedure of designing a media campaign.
   4) A dialogue on media publications such as posters, brochures, signage, can be studied to learn how to convey information visually well.

c. Provide sufficient time for the pair or trio to make a brief case studies containing examples or issues for discussion or a problem to be solved that are relevant to the subject matter in the classroom.

d. If the case study is completed, instruct the group to present it to other students. Give group members the opportunity to lead the case discussion.

6. Search Information

This method can be equated to an open-book exam. Each group in the class try to looking for information (usually expressed in teaching lecture) after it answers the questions put to them. This method helps to make the mediocre material becomes more attractive.
Procedure:

a. Make a set of questions that can be answered by looking for information that can be found in the source book that has been distributed to the student lecturer. Source material could include:
   1) Handbook
   2) Documents
   3) Textbooks
   4) reference manual
   5) Information that is accessed through a computer

6) Artifacts
7) Image
8) Equipment 'heavy' (is the engine)
b. Share the questions about the topic.
c. Instruct students to locate information in small groups. Friendly competition can be realized to encourage participation.
d. Discuss the answers in class. Expanding the answer to broaden the scope of learning.

Conclusion

1. The active learning strategy has a function and purpose to activate learners in the classroom and increase student understanding of the learning material.
2. Role of lecturer in active learning strategies do not dominate the learning process, but rather serves to provide convenience (facilitator) that stimulate students to always be active in terms of physical, mental, emotional, social, etc. Lecturers give students the opportunity to interact with the learning material that is being studied. Lecturer not just deliver a matter of learning, but also seeks to create a fun learning conditions in the classroom, so that the learning goals could be achieved well.
3. The implementation of active learning strategies in the course of Overview of Visual Communication Design is focused on an alternative learning procedure that encourages students to be active and involved in each task completion by individuals or groups. For that reason, active learning strategies developed in the form of: 1) Guided Learning, 2) Problem Solving, 3) Jigsaw Learning, 4) Panel Discussion, 5) Student - Created Case Studies, 6) Search Information. Based on that strategy, students required to actively participate in learning activities through fun way. In addition to listening, noting the essence of lecture material, listening, reimagine, to reflect any material being discussed in the learning process in the classroom, each student also must always be ready to present material that has been presented and discussed.

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Curiculum Vitae

Annisa Bela Pertiwi, born in Tasikmalaya, October 19, 1987. Bachelor of Arts Education in Arts Education Program at Universitas Pendidikan Indonesia and Master of Arts Education in Arts Education Program at Sekolah Pascasarjana Universitas Pendidikan Indonesia also. The author is actively teaching at the Communication Visual Design Faculty of Widyatama University, give lesson of Typography and Visual Basic subject.