



Improving Banner Design Skill through the Application of Assignment Methods on Graphic Design Subject in Class X TKI IV SMK Negeri 2 Bandung

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ABSTRACT

Graphic design is a form of visual communication that uses artistic text (typography) and images to convey information or messages. Graphic design has various techniques to produce works that are made, from manual to digital. Banner design is one of the prevalent products of graphic design and was made into one of the projects for class X TKI IV students. The objectives of this class action research (CAR) are 1) to observe student learning activities in designing banners through the method of presenting assignments, 2) to improve the skills of designing banners in class X TKI IV SMKN 2 Bandung, 3) to increase the average score of class X TKI students in Graphic Design subject. The methods used in this study are descriptive-quantitative which are divided into two cycles. The model used is collaborative learning between students and teachers. The result shows that there is an increase in student assignment completion in cycle 1 which is 59,46%, compared to cycle 2 which is 100% and an increase in student overall grades from 81,21 in cycle 1 to 87,83 in cycle 2.

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1. INTRODUCTION

Design is a subject that supports learning activities and plays an important role, especially for students of the Multimedia program in vocational school. Designing is the first process that is done before creating a product. In graphic design for vocational school, the students are expected to create a variety of product designs, including banners. To ensure the success of the lesson regarding banner design, continuous training along with the implementation of science and technology is needed. In this case, it is no less important to have encouragement and guidance from the teacher, who can direct the proper techniques in designing a banner.

In accordance with Ministerial Regulation of National Education No. 41 of 2007 concerning process standards for primary and secondary education units, it is stated that the vision of national education is the realization of an education system as a strong and authoritative social order to empower all Indonesian citizens to develop into quality human beings to be productive in responding to the challenges of an ever-changing era. This holds true, especially in a subject like Graphic Design. However, just having the latest technology does not equal the quality of student education. The availability of advanced computers and devices would help graphic students to produce a piece of design more quickly, but not necessarily better, more appropriately or more creatively (Alhajri, 2016)

For this reason, there is a need for skills and training for students and this can be obtained by students through learning activities. One of the learning models that can be applied specifically in graphic design is the assignment method. An assignment here means a particular task or job either written or verbal which must be done outside school hours (especially at home) related to the lessons that the teacher has delivered to improve skills or abilities and at the same time provide self-development as well as self-independence (Artamiati et al., 2017). Assignments can usually be carried out at home, at school, in the library, and elsewhere. Tasks and recitations stimulate children to learn actively, both individually and in groups. Therefore, assignments are given individually or in groups (Laoli, 2020)

From what is often encountered in class, students are not as motivated to do the assignments given by the teacher and they also lack confidence in the product they make, which hinders the completeness of the programmed vocational competencies. This is when the teacher plays the most integral part of the learning activity, which is guiding the student. Learning in class should involve students in the learning process and active student participation is preferred through guidance from the teacher (Sarumaha et al., 2018).

To help provide student flexibility and creativity, the use of the internet can also be done. One of the media that can support learning activities is by using e-module. Utilizing e-module, can become a learning resource for students and can help students' learning process at school or outside school. (Julianti et al., 2015)

Given the above problems, the author will try to apply learning to practice design skills using the method of giving individual assignments by providing examples of ready-made designs made with various models so that students are skilled in designing banners.

2. METHODS

2.1 Assignment Method

The assignment method is a teaching method that is applied in the teaching and learning process, which is commonly referred to as the assignment method. Usually the teacher gives the assignment as homework. However, there is actually a difference between homework and assignments.

The assignment technique has the aim that students carry out exercises while carrying out assignments, so that students' experiences in learning become more integrated. In another sense, the task is broader than homework because the method of giving assignments is given by the teacher to students to be completed and accounted for. The method of giving assignments is based on giving assignments to students either at home or because they are at school by being accountable to the teacher.

From the two definitions of the assignment method above, it can be concluded that the assignment method is a teaching method that is applied in the teaching and learning process where the teacher gives assignments to students to carry out and be accountable for with the aim of training or supporting the material provided in intra-curricular activities and training responsibility for the assigned task.

Assignment Method has several advantages, including: 1) Can stimulate students to carry out various activities related to what is learned 2) Can foster self-confidence 3) Can foster students' habits to achieve, process, inform and communicate themselves 4) It encourage learning, so student don't get bored quickly 5) Can foster student responsibility and discipline 6) Can develop student creativity 7) Can develop students' thinking patterns and skills

2.2 Research Plans and Procedures

This research is a Classroom Action Research is conducted to solve learning problems in the classroom. The research will be conducted in two cycles, namely Cycle I and Cycle 2. In Cycle I the researcher will conduct 1) Planning 2) Action 3) Observation 4) Reflection. Afterward the research will enter cycle 2 which contains 1) Planning 2) Action 3) Observation, 4) Reflection 5) Recommendation. The workflow can be seen in **Figure 1**.

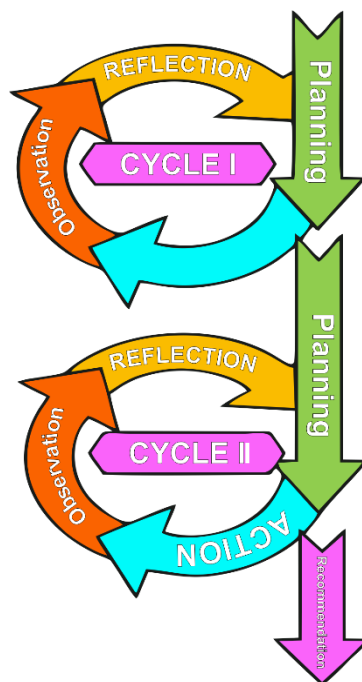


Figure 1. Research Cycle

The learning activities in this study focused on designing banners that could improve the skills of class X TKI IV students in the design process. The procedure for this Classroom Action Research (CAR) uses a form of collaboration; A teacher becomes a collaborator who carries out observations in class. Below is the explanation of subjects, setting and duration of the research:

1. Research subjects

The subjects of this study were 37 students of class X TKI IV at SMK Negeri 2 Bandung in the odd semester of the 2020/2021 academic year.

2. Research Setting

Classroom Action Research conducted at SMK Negeri 2 Bandung with the subjects studied were Class X TKI 4 students with a total of 37 students. The material to be studied was the technique of making banner designs.

3. Research Duration

This research was conducted for 2 months and was conducted in odd semesters from September 2020 to October 2020.

3. RESULTS AND DISCUSSION

3.1. Research result

The research was done on Class X TKI 4 students consisting of 37 students who were the research class themselves. The implementation time is on the days and hours of Basic Graphic Design subjects according to the schedule that has been prepared by the school. This is done so as not to interfere with the learning process of other subjects. In this case, the researcher acts as a teacher or executor of the action. The authors collaborated with a design teacher, Luthfi Fadhillah, S.Pd. This collaboration aims to facilitate the learning process of Basic Graphic Design with the topic of Making Banner Designs.

Classroom Action Research (CAR) was carried out in two cycles with two meetings in each cycle. The 1st meeting was held on Tuesday, 13 October 2020 and the 2nd meeting was held on Tuesday, 20 October 2020. The material discussed at the 1st meeting was about the banner concept, both from the meaning and purpose of making it, as well as the work steps for making banner design.

At the 2nd meeting, an explanation was given on how to complete the banner design and demonstrated how to use the software and tools to complete the banner design. At the 2nd meeting an assessment was held of the activities of students and teachers on the process of teaching and learning activities carried out by two observers.

The following will explain the planning stages of the actions carried out and the stages in implementing the actions.

3.1.1. Planning Stage for Cycle 1

The action planning stage carried out in this study consisted of:

1. Develop a syllabus related to the subject
2. Design learning scenarios that can accommodate students
3. Design a data collection tool in the form of an Assessment Sheet
4. Designing Practical activities for the students

3.1.2. Action Implementation Stage on Cycle 1 Meeting 1

Meeting 1 was held on Tuesday, October 13 2020. Learning activities started using the Photoshop application. Students immediately made banner designs even though they were only monitored via a virtual Zoom Meeting. The time used is 45 minutes (one hour lesson). After the design is complete, students examine the design that has been made according to the correct sequence of work steps.

3.1.3. Action Implementation Stage on Cycle 1 Meeting 2

Meeting 2 was held on Tuesday, October 20 2020. Learning activities was still using photoshop and the discussion was held on how to complete the banner designs. The students then proceeded to finish their design by using the right tool. Students are assigned exercises using the Photoshop application. When finished, students are asked to adjust the width, height and resolution of the object.

The teacher's activities, apart from presenting the material, are guiding students in completing banner designs through WhatsApp group media, as well as observing student activities in completing design assignments. In general, student activities in cycle I consisted of:

- a. Preliminary activities are the preparation made before the class start. The preliminary activities are as follows:
 - (i) Students prepare materials in the form of Adobe Photoshop in making banner designs, researchers also provide download links for students as well as other materials about making banners to make it easier for students when practicing banner designs later
 - (ii) The researcher conveys the learning objectives about the Banner Design Completion Technique. However, due to online conditions, the researchers instructed them to divide the groups in making the banner, especially since some participants did not have supporting facilities such as laptops and Photoshop applications.
 - (iii) Giving appreciation through questions and answers, namely regarding the understanding of the banner design completion technique and the tools that will be used to complete the banner design with the completion technique of saving objects in JPG format.
- b. Core activities. Core activities include:
 - (i) Students and their group edit the designs that have been made and add some additional information.
 - (ii) Students discuss how to use the software's tool properly.
 - (iii) Students complete the banner design.
- c. Final Activities (closing). This activity includes:
 - (i) Students collect the results of the designs they have completed in accordance with a predetermined time.
 - (ii) Students make a list of group names and group members, which groups have completed the task of making the banner.

3.1.4. Reflection Stage on Cycle 1

After the learning process in cycle I was completed, the researcher and the observer teacher discussed the results of the observations to determine the success rate of the research. Discussion of the results of observations was carried out to find the advantages and disadvantages contained in cycle I. Reflection was carried out by looking at the entire process of student practice activities.

Following are the results of the evaluation of activities in cycle I:

3.1.4.1 Meeting 1

At meeting 1, namely in the process of preparing the equipment, it was found that student errors were when downloading the Photoshop application which could not be installed so it could not be used to design banners. In this preparation process, many of the students did not have facilities such as laptops as tools for designing.

3.1.4.2 Meeting 2

In meeting 2, students are assigned to design a banner with 1 design model related to the school environment. Researchers prepare and provide school templates and logos in order to facilitate student performance. At this meeting, there were still many students who designed without using the correct tool so that the comparison of banner designs was not appropriate according to predetermined sizes, and thus these student did not achieve the expected result. The result can be seen in **table 3.1.**

Table 3.1. Cycle 1 Learning Outcomes

THE NUMBER OF STUDENTS	AVERAGE VALUE	SCORE ≥ 80	SCORE < 80	LEARNING COMPLETENESS PERCENTAGE	INCOMPLETE LEARNING PERCENTAGE
37 Students	81,21	22 Students	15 Students	59,46%	40,54%

Information: *the passing grade are 80

Based on these student learning outcomes, this does not align with the researcher’s expectations because students who score more than 80 only achieve 59.46%, while the expected value is if students who score more than 80 is above 85%.

3.1.5. Planning Stage for Cycle 2

Classroom Action Research in cycle II was held in two meetings, namely on Tuesday, 20 October 2020, and Friday 23 October 2020 with the following description:

3.1.6. Action Implementation Stage on Cycle 2 Meeting 1

Meeting 1 in cycle II consisted of:

- a. Preliminary activities:

- (i) The researcher conveys the learning objectives regarding the competence to make banner designs according to the specified criteria.
 - (ii) Appreciation from researchers reminding students to prepare the equipment for designing banners, namely laptops and Photoshop applications.
 - (iii) The researcher assigned students to see several links about making banners, as a reference when designing.
- b. Core activities:
- (i) Students check the completeness of their respective equipment before starting to design with the guidance of the teacher.
 - (ii) Students design banners according to the specified criteria.
 - (iii) The teacher guides students in designing banners.
 - (iv) Students finish up the designs that have been made.
- c. End activities:
- (i) Students write information as an analysis of the banner design
 - (ii) Students are assigned to prepare materials and add text and image objects to complete the banner design at the next meeting.

3.1.7. Action Implementation Stage on Cycle 2 Meeting 2

Meeting 2 was held on Friday, 23 October 2020 consisting of:

- a. Preliminary activities:
- (i) The lesson begins by discussing the results of the banner design and checking the materials used for the Banner Completion Technique
 - (ii) Each group representative takes turns reading the analysis of the banner design that has been made (\pm 30 minutes).
- b. Core activities:
- (i) The teacher assesses the results of the banner design analysis.
 - (ii) Students complete the banner design with the guidance of the teacher.
- c. End activities:
- (i) The teacher checked the results of student' designs
 - (ii) Students are assigned to made final editing for the designs. After it was done, the design that have been completed are ready to be assessed by the teacher.

3.1.8. Reflection Stage on Cycle 2

After the entire learning process in cycle II was completed, the researcher and the observer teacher discussed the results of the observations to determine the level of success of the research by referring to the tasks that had been completed by students in with the passing grade of 80.

During the learning process in cycle II, students looked active and the designs made were in accordance with the right techniques using the right tools. In addition, in this second cycle, students can complete banner designs according to the correct technique and on time. The result can be seen in **table 3.2**.

Table 3.2 Learning outcomes of Cycle II

THE NUMBER OF STUDENTS	SCORE AVERAGE	SCORE ≥ 80	SCORE < 80	COMPLETE STUDY	NOT COMPLETE
35 Person	87,83	37 students	-	100%	0%

Information: *the passing grade are 80

The average score of the 37 students who did the drawing design practice was 87.83 in the competent category. (See the division of learning outcomes categories on the attachment sheet). The students who scored ≥ 80 (Minimum Index) were 37 students, with a completeness of 100% and there are no students who score under 80, with incompleteness being 0%. Based on these student learning outcomes, in cycle II there was an increase in learning outcomes where the results were in accordance with expectations because students who scored ≥ 80 were more than 85% of the total number of students, namely 100%.

3.2. Discussion

The discussion that will be presented is an analysis of the data obtained by researchers during research where the data analysis techniques used include analysis of test data Learning outcomes data obtained based on competency tests in the form of practice questions, each item is given a weight according to the level of difficulty of the item with a scale of 0 to 100. In addition, researchers also used observation data analysis. Observation data was taken from observations during the learning process using practice assessment sheets. There are two observers who are in charge of observing student activities during the learning process. Observation data were analyzed in a qualitative descriptive manner by consulting **table 3.3**.

Table 3.3. Cycle I Practice Assessment Sheet

RATED ASPECT	ASSESSMENT CRITERIA		WEIGHT		%
	COMPLETE	INCOMPLETE	MAX SCORE	AVERAGE GEAR SCORE	
Planning					
- Preparation of tools and materials			5	3,82	76,54
- Technique of use			10	7,20	72,00
Design Process					
- Design on topic			30	22,15	73,83
- Manufacturing technique			25	18,59	74,36
Result					
- Completion technique			20		
- Neatness and cleanliness			10	15,86	75,00
				7,18	71,80
Amount			100		

From the **table 3.3**, it can be seen that in the Cycle 1, the planning stage has the percentage of 76,54% in preparation of tools and materials, whereas it scores 72% in technique to use. In design process stage, the student got the average of 73,83% on designing according to the topic, and got the average score of 74,36% for manufacturing technique. In finishing stage, the student got the average of 75% on completion technique, and got the average score of 71,80% for neatness and cleanliness. The overall score indicated that the percentage of the activities scores as below 80%, which is still below the researcher's expectation.

In cycle 2, after conducting the action stage and reflection stage, the result were improved. The result can be seen in **table 3.4**.

Table 3.4 Cycle II Practice Assessment Sheet

RATED ASPECT	ASSESSMENT CRITERIA		WEIGHT		%
	COMPLETE	INCOMPLETE	MAKS SCORE	AVERAGE GEAR SCORE	
Planning					
- Preparation of tools and materials			5	4,3	86,00
- Technique of use			10	8,59	85,09
Design Process					
- Design on topic			30	26,77	86,6689,08
- Manufacturing technique			25	22,27	89,08
Result					
- Completion technique			20	18,82	94,0980,09
- Neatness and cleanliness			10	8,09	80,09
Amount			100		

From the **table 3.4**, it can be seen that in the Cycle 2, the planning stage has the percentage of 86% in preparation of tools and materials, whereas it scores 85,09% in technique to use. In design process stage, the student got the average of 86,66% on designing according to the topic, and got the average score of 89,08% for manufacturing technique. In finishing stage, the student got the average of 94,09% on completion technique, and got the average score of 80,09% for neatness and cleanliness. The overall score indicated that the percentage of the activities scores had score above 80%, which is exceeded the researcher's expectation.

From the two tables before, it can be seen that in the Cycle 1 activities that the aspect which has the lowest percentage lies in the technical aspect of using the tool. This supports the results of observations made that many students do not use the equipment properly. However, in the Cycle 2, there has been an increase in the accuracy of tool usage, although

not too significant. Based on these data, it is hoped that continuous improvements can be made to these aspects in the future.

4. CONCLUSION

Based on the description above it can be concluded that there is an increase in student assignment completion in cycle 1 which is 59,46%, compared to cycle 2 which is 100% and an increase in student overall grades from 81,21 in cycle 1 to 87,83 in cycle 2.

To improve the student learning several recommendations are made by the researchers. The recommendation is as follows: 1) Giving continuous assignments can improve students' designing skills. 2) Every assignment given must be submitted on time and checked carefully. 3) Use of inappropriate tools can hinder the smooth creation of banner designs. 4) The proportion of objects used to design banners is adjusted to the right size according to the task given.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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