Learning Graphic Design in The Course Program at LKP Bintang Ilmu Karanganyar

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Abstract: **The aim of this research is to: (1) Describe graphic design learning at LKP Bintang Ilmu Karanganyar (2) Analyze supporting and inhibiting factors for learning. This research uses a qualitative descriptive research type. The results of this research are: (1) The learning objective is to provide graphic design skills to be able to compete in the world of work. The learning material includes an introduction to CorelDraw software, drawing graphic objects, modifying graphic objects, getting to know vector graphics with text letters, and creating banner designs from graphic design module books prepared by the instructor according to the LKP Bintang Ilmu curriculum. The learning methods used include exercises, demonstrations and experiments. The learning media used are computer media, LCD, OHP, and print media in the form of learning modules. Evaluation of learning by assessing aspects of timeliness, design work components seen from visual communication elements, and student creativity (2) Supporting factors include diligent students and adequate facilities, while inhibiting factors are differences in student abilities, differences in formal education levels and lack of financial support from the student's family.**

Keywords: **Learning, Graphic Design, Supporting Factors, Inhibiting Factors.**

I. INTRODUCTION

Education plays a role in the development of a country and education influences the progress of other sectors. Every community has the right to education. Non-formal education is seen as a government effort to increase the population's education level. Non-formal education has a significant role in developing skills and understanding in various fields. Courses are a form of non-formal education. Courses are held for people who want to work, develop skills or continue higher education.

Graphic design course activities are influenced by input factors that function such as instruments, environment, raw materials and others. During the course there are interactions, exercises and other guidance that can change habits, attitudes, skills and knowledge. Output can be seen from the impact after completion, both in quality and quantity, in the form of services and goods. Changes can take the form of community social participation, living standards and learning materials (Sulfemi, 2018).

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The Bintang Ilmu Karanganyar Course and Training Institute/Lembaga Kursus dan Pelatihan (LKP) is a non-formal education forum with superior and quality programs, one of which is graphic design. The aim of this program is to provide quality education and prepare a workforce that is productive, skilled, qualified and experienced. Therefore, students are prepared to master various skills and are directed to deepen this knowledge theoretically and practically, so that they are ready to compete in the world of work. LKP Bintang Ilmu is involved in the development of the graphic design industry in Indonesia, either through research, training, or collaborative projects with other parties, apart from that it is famous for its quality courses and producing successful graduates, students often receive awards in graphic design competitions, graduates from LKP Bintang Ilmu makes a significant contribution to the graphic design industry in Indonesia.

Graphic design is a professional field that uses various types of print media to convey information. Graphic design is a medium for conveying information through visual communication language that involves the rules of beauty (Famukhit, 2018). Especially on product packaging, advertising, logos and posters. Graphic design is now very popular with everyone because design skills are really needed in today's world of work. Graphic design course students at LKP Bintang Ilmu are required to be able to develop their abilities in designing good visual communications and have abilities that suit the needs of the business world. Therefore, to create graphic design work that is communicative, persuasive, artistic and functional, it is very important to learn and master various software and improve the quality of learning.

There are various kinds of commercial software for creating graphic design works, one of which is CorelDraw. A graphic designer must understand the use of computer graphics software to speed up and efficiently produce design work. The results of graphic design work are related to the designer's creativity. CorelDraw is basic software for learning graphic design, so CorelDraw is a priority in LKP Bintang Ilmu. Students at LKP Bintang Ilmu study various kinds of graphic objects used for promotions or publications using CorelDraw software.

The formulation of the research problem is: 1) What is the graphic design learning process at LKP Bintang Ilmu. 2) What are the supporting and inhibiting factors in the graphic design learning process at LKP Bintang Ilmu.

II. RESEARCH METHODS

This research method is qualitative descriptive research. Qualitative descriptive research methods were used to describe graphic design learning at LKP Bintang Ilmu. The case study approach was chosen in this research because the researcher investigated a learning process activity for students at LKP Bintang Ilmu. Data sources were obtained from informants, namely managers, graphic design instructors and students at LKP Bintang Ilmu. The place and event is the graphic design course program at LKP Bintang Ilmu which is located at Jl. Tentara Pelajar, Tegalsari, Bejen, Karanganyar, Karanganyar, Central Java, Indonesia. The event observed is the learning process in the classroom. The sampling technique is a purposive sampling technique because the researcher is trying to select research subjects. Data collection techniques use observation, interviews and documentation methods. The data validity test technique uses source triangulation and informant review.

III. RESEARCH RESULTS AND DISCUSSION

A. Graphic Design Course Learning

This graphic design course is held twice a week, namely Tuesday and Thursday with a duration of 120 minutes at 09.00-11.00 WIB. A small class of 5 students, this graphic design lesson covers how to use CoreDraw software to create graphic design work. At the end of each meeting, students are given the task of creating graphic design work. Graphic design learning is carried out in a classroom provided with 5 PCs (computers). The instructor conveys the theory with the module and explains the theory. Then the instructor gives several exercises on how to use graphic design software and gives assignments at each meeting.

TABLE I. SCHEDULE OF ACTIVITIES FOR THE LKP BINTANG ILMU GRAPHIC DESIGN COURSE AUGUST 2023

Number	Activity	Time
1.	The instructor explains the material from the LKP Bintang Ilmu module.	09.00- 09.10
2	The instructor provides several exercises on how to use graphic design software.	09.10- 09.30
4	Students try to create graphic design work.	09.30- 10.30
5	Rest.	10.30 -10.40
6	The instructor provides an evaluation and gives assignments to do at home.	10.40 - 11.00

There are three activities in graphic design learning, namely program planning, implementation and evaluation. Planning is done before the learning process occurs. The instructor prepares learning materials, namely CorelDraw modules created by the instructor before the learning process takes place. In graphic design learning, students are directed by the instructor, then the material is explained and assignments are given to the students, after which they practice it accompanied by the instructor. In planning, it is necessary to prepare students, teachers, classrooms, infrastructure and curriculum.

The activity of presenting graphic design material in theoretical form is carried out in the classroom, because the teacher can condition students to pay attention to the material that has been explained. In practice, instructors use the drill method, namely giving assignments or exercises to students and practicing them directly in class. Instructors also use demonstration and experimental methods. The demonstration method is carried out by the instructor, students pay attention. Meanwhile, students try to carry out experiments and are supervised by the instructor. For learning media, teachers use multimedia which is more interactive in activities, namely by using a PC (computer).

Evaluation of graphic design learning at LKP Bintang Ilmu is carried out to determine the success of the learning process and improving skills which begins with giving assignments and exercises at each meeting. From these evaluation activities the instructor can see progress when teaching. The results of observations of the graphic design learning process with CorelDraw software show that the interaction between the instructor and students is good, although there are students who do not understand the learning delivered by the instructor. The following are the results of research on components of the graphic design learning process at LKP Bintang Ilmu.

Learning is an educator's effort to achieve skills, knowledge and form students' self-confident attitudes (Hanafy, 2014). Learning is an interaction between educators and students in a learning environment. In the opinion of Falahudin (2014), learning can provide an overview of the learner's efforts in acquiring skills. Meanwhile, Gasong (2018) believes that learning can be interpreted as designing an event to initiate, support and activate the process of learning activities.

Learning graphic design courses at LKP Bintang Ilmu has various components. There are components in the form of objectives, materials, methods, media and evaluation (Falahudin, 2014). Based on research, the aim of learning graphic design at LKP Bintang Ilmu is to equip students with skills, so that students are expected to be able to compete in the world of work. Objectives are the basis used to measure learning success, and can also be used as a basis for choosing methods, strategies, media, materials and evaluation (Riyana, 2012).

Learning objectives are the basis for measuring learning success, as well as the basis for selecting methods, media, materials and learning evaluation. Graphic design learning at LKP Bintang Ilmu aims to equip students with graphic design skills that are expected to be able to compete in the world of work.

The learning material comes from a module book made by the instructor according to the LKP Bintang Ilmu curriculum and the modules provided are a combination of national and local education material. The learning material is an introduction to CorelDraw software, drawing graphic objects, modifying graphic objects, getting to know vector graphics with text letters, and creating banner designs. The selection of learning materials takes into account the criteria of balance, functional relevance and rationality. Riyana (2012) explains that the use of learning materials for development is carried out in two ways, namely resources by design, by designing and then developing resources for learning purposes and resources by utilization, resources through the surrounding environment are utilized for learning needs.

The learning media used are modules, OHP for providing material via LCD, whiteboards and equipment, network systems and computer units used for practice. Teaching programs and computers are teaching objects that have been provided previously for students to use as learning materials, for example modules, while teaching programs are provided via computers (Riyana, 2012). Through computer media, learning can be carried out completely. Learning media is used to make it easier for students (Sakti, 2017).

The learning methods used in graphic design learning at LKP Bintang Ilmu are practical, demonstration and experimental methods. Practice methods can shape the skills that have been learned. Exercise can hone motor skills and skills in creating graphic design works. Demonstration method by explaining and then demonstrating directly how to create graphic design work. Students also do direct practice so they can apply theory in creating graphic design work accompanied by an instructor. The experimental method provides the opportunity to conduct experiments to create a work, observe the theory and then apply it to create the work, after which the results are evaluated together with the instructor.

Fig. 1. Instructor explains theory to each student

Fig. 2. Students Practicing the Instructor's Explanation

Evaluation of learning for graphic design courses at LKP Bintang Ilmu is carried out at any time, especially practical, so that instructors know students' progress by giving practical assignments. However, the instructor does not yet have tools or research instruments to calculate the average score, the instructor only uses assessments from the aspects of timeliness, student creativity, and suitability of the theme. The evaluation process begins with giving tests and also non-tests by observing students during learning. After getting the data, the instructor then carries out screening or verification. This aims to separate data that supports evaluation activities and that which does not. After that, the instructor analyzes and processes the evaluation results, then interprets them to find certain conclusions, for example whether the student has finished studying or not. Based on the evaluation results that have been compiled, processed and analyzed, instructors can make decisions and formulate policies that can be used as material for further evaluation.The learning outcomes of this graphic design course program are that students know how to use Corel Draw software, develop their skills in the field of graphic design and create various models according to the examples given by the teacher.

Fig.3. Several examples of student work

A. *Supporting and Inhibiting Factors*

The implementation of graphic design learning at LKP Bintang Ilmu has factors that influence it, namely supporting and inhibiting the learning process. There are factors that can influence the learning system, including student factors, available tools and media, educators, environment, facilities and infrastructure (Sanjaya, 2013).

Supporting factors in learning graphic design courses at LKP Bintang Ilmu consist of internal and external factors. Internal factors, students diligently take graphic design courses, the presence of students taking courses can influence

student learning outcomes. Students who always follow along will not be left behind in the material provided and will understand the material provided thoroughly, in contrast to students who do not participate in learning, this will make them even more behind in learning. So, student attendance at each meeting influences learning outcomes. This is closely related to student learning achievement. In accordance with the opinion of Imron (2012), if teaching is only limited to knowledge, students can absorb educational messages from home, student absences will not be a problem. However, if education is not just about providing knowledge, but requires active involvement in the process, then the presence of students remains important whatever the reason.

Meanwhile, external factors include adequate facilities and infrastructure, including study rooms, LCD, computer units, printers, whiteboards and other theoretical learning equipment. The computers at LKP Bintang Ilmu are suitable for use because they have been updated so that students can learn optimally, this supports the implementation of the graphic design course program at LKP Bintang Ilmu.

The inhibiting factors for learning graphic design at LKP Bintang Ilmu consist of internal and external factors. Internal factors are differences in formal education levels and abilities of LKP Bintang Ilmu students, differences in material absorption capacity.The characteristics of students vary, so there is a need for different treatment from teachers towards students (Nasution, 2017).This absorption capacity is related to internal factors, namely learning motivation and student interest in learning. Motivation is the desire or feeling that exists within a person to do something voluntarily, either of his own volition or at the encouragement of others. Students who have high motivation certainly absorb learning material more easily than students who lack motivation. External factors, namely poor economic conditions of students, can hinder students' learning progress, because their learning needs are not met. This is in accordance with the opinion of Subini (2012) that families with mediocre economic conditions tend to experience difficulties in meeting children's needs, especially in terms of facilities, so being able to meet all learning needs is certainly not an easy thing. Students do not yet have laptops or personal computers so they can only learn practically during course learning activities. Situations like this make students feel low self-esteem, lack enthusiasm, and experience difficulties in learning.

IV. CONCLUSION

Based on the results of research on the graphic design course program at LKP Bintang Ilmu Karanganyar, it can be concluded the aim of learning graphic design courses at LKP Bintang Ilmu is to provide graphic design skills to students. Learning materials for introducing CorelDraw software, drawing graphic objects, modifying graphic objects, getting to know vector graphics with text letters and creating banner designs. Learning Media is adapted to teaching materials in the form of tools and materials, namely module books, computers, network systems, LCD, whiteboards and accessories as well as OHP. The methods used include

practical, demonstration and experimental methods. The evaluation used uses aspects of timeliness, creativity and suitability to the theme. Supporting factors in learning include diligent students and adequate facilities, while inhibiting factors include differences in abilities and formal education levels of course participants in one class as well as students' poor economic conditions.

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