ADAPTATION OF LEARNING WORK MODEL VOCATIONAL EDUCATION VISUAL COMMUNICATION DESIGN FIELD OF STUDY (CASE STUDY)

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DOI: https://doi.org/10.37178/ca-c.23.1.066

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ABSTRACT

The model of implementing learning in vocational schools at the diploma tertiary level has provided a challenge and opportunity in developing attitudes, knowledge and creativity-based skills for students. The development of independence in students becomes the main part that has a very important position and role. The current learning model is no longer how participants can only study from an institution, but how students can have the space and opportunity to develop themselves, become human beings who dare to have the right attitude of human values. Having the habit of dealing with independent work patterns and ethos and being able to develop abilities that are in accordance with the expectations and desires of the future, which are more than what his mind thought during that time.

Students can have the feasibility of compiling a pattern of study and work with the feasibility of a planned life with the ability to harmonize their hopes and ideals.

The current and future student learning model is no longer just studying at an institution with all the limitations that cannot accelerate their thoughts and expectations. The learning model in higher education with a vocational level will be more appropriate for how students can study and work or work and study. These two words, Work Learning and Work Learning will encourage students to interact more, play an active role, open up and be able to position themselves as a more human student.

The purpose of this modeling will give students a more pleasant sense of attitude, knowledge and skills in setting the real life education agenda. The role of educational institutions is only proper as a mover, motivating, directing, describing every desire of the students, not vice versa as an organizer of past education, only providing lessons. The modeling approach can be broadly translated by adapting the familiar approach model, namely; approach and apply the basic model of approach to problems (problem base learning), conduct independent and group discussions, as well as (focus group discussions) strong and understand in making presentation skills. While the results of the modeling of Work Learning – Work Learning, each student will develop faster as a more productive human being to give birth to new things according to his hopes and aspirations.

Keywords: *Learning Model, Vocational, Visual Communication Design*

INTRODUCTION

Phenomenon of real change

In the last two years, every education provider has been faced with various dimensions of challenges, continuously hitting various trials due to the global pandemic situation, on the other hand, as actors in the education sector, various strategies are prepared, planned and implemented in order to be able to answer those obstacles. It demands that we must be wise, work hard to make various breakthroughs to face all problems as well as challenges to achieve optimal results. This includes policies and regulations regarding the implementation of the Merdeka Belajar Campus Merdeka (MBKM) which is expected to bring about a significant climate and change for every education provider in this country.

Kampus Merdeka provides an opportunity for students to choose the courses they will take. The Independent Learning Policy - Independent Campus is in accordance with Government Number 3 of 2020 concerning National Standards for Higher Education, in Article 18 it is stated that the fulfillment of the study period and burden for students of undergraduate or applied undergraduate programs can be carried out:

1) follow the entire learning process in the study program at the university according to the period and learning load; and

2) participate in the learning process in the study program to fulfill part of the time and learning load and the rest follow the learning process outside the study program.

Through Merdeka Learning – Merdeka Campus, students have the opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study program at the same university; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits of studying in the same study program at different universities, learning in different study programs at different universities; and/or learning outside of Higher Education.

Quoting the opinion of Prof. Rhenald Kasali emphasized that national educational institutions must be prepared to face a wave of change. "Schools must be ready to face the wind of change or a wave of change, ready or not ready for change to be happening in all sectors of life, especially education," said Rhenald in the Webinar Series event "New Teaching Factory Government Assistance". attended by 3,500 Principals of Vocational High Schools in Indonesia[1, 2].

Furthermore, according to him, what should be watched out for at this time, continued Prof. Rhenald, don't let the output of national education produce "useless generation" graduates, meaning that educational institutions only produce graduates who cannot work. The generation that cannot work, innovate and have these competencies must be the concern of all stakeholders in the world of education. Kompas Wednesday (20/5/2021)[3].

This situation, as a result of the development of technology, information and communication that continues to roll as a real change around us. The decade 1970-1990 was marked by the entry of computers and internet network systems that continued to deal with the wider community, in just a short period of 20 years, they had unconsciously changed the order in all fields, including in the field of education.

Likewise, the implementation of education in the choice of diploma and/or vocational level experiences a flurry of strategies that basically still use basic patterns and ideas, must be absorbed and ready to work.

Main FDKV Vocational Level

The vocational pathway in the field of Graphic Design at the Faculty of Visual Communication Design, Widyatama University (FDKV-UTama) has been able to provide its own characteristics as a level of education that prepares for employment

in the design field. In addition to being able to master various technicalities in the implementation of the stages and work processes, he also has the knowledge that is equipped with each expertise to support the work processes mentioned above properly.

The goal is to bring students closer to real situations in the world of work. Vocational pathways are organized by higher education institutions Universities, Institutes, Colleges, Polytechnics and academies.

While the stigma that has developed in society so far, people view the academic pathway program (undergraduate program) as having a higher prestige than the vocational path. Becoming a graduate seems to be a preference for high school graduates who want to continue their learning career in higher education.

Many universities providing vocational education carry out the same way as academic education. In other words, the vocational pathway is held not emphasizing practicum or conducting improvised practicum. In the end, graduates of the academic and vocational pathways do not have different characteristics of graduates. The fact that vocational education is not well managed by the private sector has resulted in businesses and non-profit organizations (Government and Foundations) also having the same mindset as the general public. The business world views undergraduate graduates as better than diploma graduates, so they tend to place academic graduates in a better position than vocational graduates. As a result, vocational education does not develop, even though this pathway is designed to prepare skilled workers who are ready to work.

The vocational path is an educational path that prepares students to become graduates who are ready to work in the business world and other non-profit organizations according to their field of expertise. The vocational track covers education levels of D1, D2, D3, D4 and at the master's and doctoral levels are applied masters (Specialist, Sp1) and applied doctorate (Specialist, Sp2). Vocational education is more focused on the learning process in practicum.

The shortage of human resources in the regions will generally be filled by experienced and competent human resources either in the same area or from other areas. The flow of reform, autonomy and stages of implementation that require human resources. The penetration of labor from one region to another will be largely determined by the skills already possessed. This can only be done by those who have honed practical experience. In other words, the opportunities for skilled human resources that can be provided by diploma program education are getting bigger[4]. – (Quote: Eddy Satriya / diploma_for_newecon_final Page 6 of 9.)

II. *EXPERIMENTAL METHOD*

2.1 Modeling and Vocational Learning Methods

In line with the spirit of change and the implementation of Merdeka Learning Campus Merdeka (MBKM) is a momentum in designing innovations and breakthroughs at the UTama DKV faculty in the implementation of learning in the field of diplomas. So the practicum-based learning model needs to be paid more attention and improved in the provision of models, media and materials given to each student in each running semester[5].

With the learning model, each material provision can realize modeling in ways that are adapted to real projects (Real Projects). While the approach in the learning process can be done using the Problem Base Learning (PBL) method.

This approach can be done individually or in groups of students in carrying out their duties and obligations in learning. The implementation of the model can also be carried out on authentic data work that occurs in the community, of course related to the disciplines of Graphic Design and Multimedia Design. Each student can go

directly to a problem into project-based learning. Can involve every lecturer who teaches courses and utilizes the expertise of professional practitioners or practitioners from every business and industrial world (DUDI) that is aligned with curriculum materials and achievements that will produce Outcome Base Education (OBE) which has its own characteristics.

Modeling makes a real project (Real Project), with a model of mentoring lecturers and expertise/professionalism that will be more relevant, disciplined and quite oriented towards work time discipline. Students will better understand the process of a more precise work ethic according to the standards of business and industry needs. Project-based learning challenges students to open wider and more realistic knowledge, not just simulations or illustrations. Each student can be actively involved and can answer or solve real problems in an authentic way and with lots of experience. In addition, this way of modeling real projects will get the value of authenticity or the definition of re-design as a keyword to ensure that every student has the opportunity to be invested in each of these projects.

One of the best ways to determine what students think will be more relevant is to survey them. So one of the most effective steps, where students from the beginning are able to carry out plans and programs in preparing specific questions, for example relating to:

(a) interest and talent or desire (desire), in a specific area of expertise and profession

(b) student goals and aspirations. Each student is given the freedom of openness to develop creativity in the form of ideas and media products.

(c) competence and ability possessed. Demonstrate mastery in soft skills and hard skills, especially mastery and skills in using devices, media and verbal communication,

whether it is done individually or in working groups, students can monitor current events, where each student can carry out individual work methods or join working groups and be sensitive to an analysis that develops in the community. Furthermore, each student can identify topics or themes that are relevant and can serve as the basis for a project-based learning experience. Students can come up with novelty in implementing applied ideas into prototypes or portfolios.

Work School (portfolio based learning)

Realistic project models and terms, as well as integrating the learning process in an integrated manner with the Problem Base Learning (PBL) learning approach model, FDKV provides an attitude that can be conditioned as a conducive academic atmosphere, namely;[6]

2.2 Work School, Portfolio Based Learning

Definitive : Work Learn – Learn to Work. Study programs can provide breadth and active participation for educators and students to further develop the implementation of teaching materials in accordance with learning outcomes that have been designed and determined according to the 2020/2021 Curriculum Guidelines and Implementation of Independent Learning on an Independent Campus within the Visual Communication Design faculty of the University Widyatama.

Implementation of the program is an effort to improve the quality of learning to improve models, media, materials and time. The implementation of this model activity will begin in the odd semester of 2021/2022 in early September. The implementation system can be carried out in several possibilities, by choosing situations and conditions, including online, hybrid learning or offline if possible the pandemic period has ended. But to anticipate the situation during this pandemic, the online system will be prioritized.

2.3 The Purpose of Work School, Portfolio Based Learning

The purpose of programs and activities is to encourage the learning system to produce learning outcomes with outcame base education (OBE) in accordance with competencies that can be absorbed and appropriate by graduate users. Each graduate has and has the characteristics of expertise in the field of design. One of the attractions of work school modeling Portfolio based learning – model adaptation in the community is Co-Working[7]

Space, is that every student can or must produce a form of Portfolio or artwork as a graduation standard that is useful as a selling point for them to enter the Business World and the World of Work. A series in the learning process ends with a Portfolio

that needs tangible results from an analysis of the problem situation that develops in the community in the fields of science, knowledge and the profession of Visual Communication Design.

In addition, each student has portfolio presentation communication skills (Design Presentation). Each study program can carry out the implementation and implementation of the curriculum in an integrated manner with experts, expertise, practitioners who can be presented on campus with real practice in studio and laboratory rooms. Furthermore, to encourage a competitive academic culture, a more attractive atmosphere was created as an open and dynamic campus. To make the impact of information and promotion to the public as one of the providers of vocational education in the field of design science more tangible to the wider community. So every form of portfolio or artwork can be published widely. By using various network-based media that are available at Widyatama University.

Portfolio or Artwork-based output models can also be used as participation in other activities related to student activities in various competitions and competitions that are often held from various institutions and related agencies both in the fields of education and entrepreneurship.

2.4 Work School Goals, Portfolio Based Learning

The purpose of designing a Portfolio / Artwork on a real project-based learning method with an effective and efficient process with an integrated system between the performance of lecturers and practitioners can provide added value to students in the UTama FDKV environment, so with that, the objectives are;

1. Every lecturer in each course can help record, display, search, and analyze each student's learning based on real work-based process data. The role of the guardian lecturer or supervisor will be more active in order to monitor that each student can carry out studies on time for graduates.
2. The Portfolio/Artwork assessment model was developed to facilitate the assessment of the work of each student's assignment. This system includes the work ethic of each student's work, the lecturer conducts an assessment test with criteria based on standard standards for demands and employment mechanisms.
3. Learning model with a special approach such as conducting consultation activities to realize the results of an analysis. Where every lecturer allows to make

documentation and reports on student portfolio work. Students can then review proofreading their work to determine eligibility after testing, correction and evaluation into their hardcopy packaging or e-portfolio (student blog). This system can be done in every semester/course.

4. The cumulative evaluation of each work process can be measured based on the standard work stages, including user suitability, evaluation and correction of expertise from the work process stages. Overall, the portfolios produced by students can be implemented in an applicative or applied manner, this will have an impact on the continuous learning system.
5. All the results in the form of the Portfolio with a good and quality assessment system will help improve learning and achieve quality through a real project-based learning approach.
6. Be part of the publication and promotion to increase student intake.
7. Therefore, FDKV as an academic education provider with a vocational level needs to make a breakthrough in the right and good learning method system, be able to determine and find solutions and alternatives to provide attractive education for students in a very competitive world like today. *(King Mongkut's University of Technology Thonburi, Thailand, Gotpat Chanpet 1+ and Komkrit Chomsuwan 2*

Goals of Work School

Every study program student or cross-study program or mix of study programs from other universities can implement a portfolio-based learning system organized by the UTama DKV faculty. Follow every guideline and procedure that applies to each Academic Year. Lecturers, Academic Trustees and experts can provide support as a mover towards a more conducive direction as a vocational education provider.

2.5 Implementation of the Work School Method

1. Bringing professional expertise/practitioners

The method and model of presenting expertise or professional experts is the most appropriate step, the old way that has been done in several campuses, but is still relevant but needs to be improved in the service mechanism for students. Students will immediately absorb real field knowledge that is presented communicatively with a discussion model that will have a better impact. Both mental and persuasive motivation will support the maturation process faster and better. In the 1998-2000 phase, FDKV actually reached 40% of 100 respondents doing the same thing, and as evidenced by the results of the tracer study of alumni, where they have occupied positions and are real actors in the creative industry business world. Consistency, commitment and integrity of openness of various parties are required for the advancement of study programs.

2. *Study Work and Work Study*

Understanding Work Learning - Work Learning is synonymous with the term vocational education, every student on campus to work and study, can be strengthened by real work learning and seriousness and actually in accordance with actual needs in the world of work and the business world.

As an illustration, each assignment project in each course in each semester can be oriented to real needs and problems. For example; The packaging product for the needs of SMEs or IKM that occurs in the wider community is the need for applied personnel from a product or service. The number of business actors and needs in the packaging sector is very large, both agencies, communities and institutions continue to push for community economic progress in the real sector. Seen in several areas where products that require packaging have undergone significant changes. They are bolder and more advanced in presenting local products of their respective regions. So do not be surprised if the growth of UMKM in West Java is increasingly advanced. This is a real contribution to the role of DKV education in the packaging design sub-field of science that has been absorbed from the scientific implementation side.

Work Learning and Learning Work, will be preferred in the learning process system using studio and laboratory models. This means that the learning model is no longer sitting on conventional models such as classes. But a space that provides the comfort and safety of a workspace model, an interactive consulting room. Students can express opinions openly and straightforwardly on real problems that come from the wider community. Educators, lecturers and practitioners can become consultants, moderators, resource persons and movers with a group discussion model (Focus Group Discussion). This will grow and develop students who are more capable and brave in expressing opinions.

Fablab / Experiment Base

Real work-based vocational education requires infrastructure that can be calculated on a priority scale, meaning that it does not need to be expensive, but can be quite affordable and can meet the standards of absorption needs in the business world.

A glimpse of Fablab (?).

Adopting a term designation for work activities in a laboratory (Fabrication Laboratory) which has been developed as a workshop activity which was established following a fabrication laboratory design initiated by his predecessor by Neil Gershenfeld, in the previous decade which is still relevant, a model like this would be more appropriate for an educational institution. which prioritizes outputs that can prove and require to produce works, artwork or prototypes with the condition that the results produce real products. Real project-based work models that are carried out in a competitive atmosphere for students.

Students or anyone (across study programs in the MBKM program) can realize creative design ideas in the form of fablab-based modeling or prototypes. Students can be coordinated in advance to register themselves according to academic procedures and provisions. In carrying out this learning process there will be interaction between experts, educators and students where all tasks in work learning are directed to produce a real work that can be used by business actors. The Fablab model in the vocational program shows the commitment of education providers, as facilitators and forums to pour all innovations from all levels of society, from students, technicians, workers, communities, startup companies, thus enabling them to learn and work in implementing Industry 4.0. The implementation of the work-learning program in a Fablab atmosphere will focus more on competency development and prototype development in the areas of Visual Communication Design and Creative Industry needs in general (BeKraft Indonesia Maju Program). In addition, through the Fablab activity, it can directly improve individual capabilities through group discussion forums (FGD), workshops, training and seminars that were previously conducted using the Problem Based Learning (PBL) model approach.

So it can be concluded that with the WORK SCHOOL - Work Learning - Learning Work model approach, it is still considered significant to answer the needs in an optimal learning process.

A Fablab should be able to provide a number of adequate industrial facilities and equipment that can be used by the participants. Starting from software for design, editing, audio, photography, videography to 3D printers, 3D scanners, and other supporting tools that are quite appropriate to the needs of industry standards in the design field.

4. Integration of WORK SCHOOL and MBKM FDKV UTama

Work School, is to bring lecturers and experts face to face with students in the work and study space. This model will be an attraction in future learning systems and methods. Students can have a dialogue on a project consulting model. Lecturers, Keparan and Students are directly involved in real project cases. Each activity is carried out in a model room where the real work environment and atmosphere are. The model of the work and study space is also a form of internal exhibition on campus. Vocational level students will feel used to it when they enter the real work and business environment.

The Independent Learning Campus (MBKM) implementation model with the jargon of providing the flexibility to make breakthroughs and the development of a study program will be closer to achieving the best expectations as a superior campus. With the Eight Parameters of MBKM implementation, each faculty, especially FDKV, will show more added value as excellence that can distinguish its characteristics from other universities.

CONCLUSION

REAL WORK LEARNING ADAPTATION

Fab lab room (laboratory fabrication) is a form of space with a workspace atmosphere such as a studio which can carry out planning, production processes and finishing work. Every lecturer, expert and student can interact in creating a model or prototype by following the standards and needs of the business world and industry. Studio space for activities in the production process can be made on a small scale and is quite simple, meaning that it follows the scale of priority needs.

In the field of science and the profession of Visual Communication Design, working models in the studio have become commonplace, Susana's at work is like that, so at DKV there is the term Studio and Laboratory, not a class lined up with desks, although class models are needed for some theoretical courses.

The working atmosphere in the form of studios and laboratories will increase motivation in a more competitive work group for students. They can show each other's potential by supporting digital devices for themselves. Meanwhile, the infrastructure needs can be adapted to local needs in a practical or economical way to produce and produce portfolio/artwork modeling.

Academic Fab (Academic Fabrication) can take advantage of an existing network, Fab Lab can teach skills to meet business and industry needs digitally directly and connected to various parts of the place and get the opportunity to socialize in the virtual world.Studio-based and laboratory-based learning modeling is how diploma education works with the goal of being able to build and produce a portfolio. Of course, it's outrageous to get accredited diplomas, professional certifications and other certificates.

Likewise, the modeling of the implementation of the Independent Learning Campus Merdeka (MBKM) which provides the essence of meaning where learning in an innovative, collaborative, independent manner and working group models to provide potential and motivation in a climate of academic change will be increasingly in demand as a form of real laboratory-based learning like this.

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