

Module as an Alternative In Material Delivery in an Online Drawing Course

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Abstract

Information Technology development has been a driving force to improve teaching materials more effectively and efficiently nowadays. Revolution in teaching must be done continuously without neglecting reading or listening habits as has been practiced. In addition, in the year 2020 the global Covid-19 pandemic happened which has forced the education institution to change the conventional way of learning. Having been implemented to avoid the crowd, online learning needs a new strategy in its implementation. In fact, the online teaching and learning system is not free from obstacles, especially in courses requiring fine motor skills like those in the *Basic Drawing* course. One of the solutions to tackle the problems is by designing modules to be used as course materials. Online medium developed nowadays utilizes module platform with instructions in *pdf* format and video materials. This paper describes how modules have been used to implement teaching and learning in one semester during online learning nowadays.

Key words: online learning, module, drawing course

INTRODUCTION

The success of a teacher in materials design could be seen from students' performances every semester. Teachers are expected to bring variety in their teaching as much as possible through innovation and creativity which could discover something new not only in terms of methodology and media, but also in learning resources which are updated with the current development.

Changes happen; therefore, adaptation is needed to catch up with the vast development. In the year 2020, the global COVID-19 pandemic hit the world which has hugely influenced the way of urban living. There have been big changes, one of

which is in the education sector, from offline to online teaching and learning. The government requires university learning to be done online to avoid crowding. Online teaching and learning have forced teachers and students to be literate in technology whether they like it or not. Therefore, it is necessary to investigate how to effectively deliver teaching materials during online classes.

When delivered online, Basic Drawing course experienced problems as the course involves hands-on practices. Thus, it will be extremely hard to involve merely theories. Luckily, the advancement of technology nowadays has contributed to solving the above problems. As the infrastructure and technological skills have not yet equally distributed, it is necessary to tackle the challenges.

Basic Drawing course needs media to ensure that the online teaching could mimic the offline one as much as possible. This media will be structured as modules.

In fact, multimedia technology has brought advantages, such as one could interact directly with the object of learning, for example by replaying materials that have been missed. Through detailed modules, learning becomes more fun since learning materials have been divided into sub-chapters, so students could see the short-term and ultimate learning goals clearly.

This paper does not describe drawing techniques or Basic Drawing course materials from the hard skill point of view, but rather, it will depict the structure of the modules used in one semester so as to be used as an alternative to deliver the lesson.

Recently, all higher institutions have been asked to utilize technology for online learning as a way to prevent the spread of COVID-19. This has become an advantage for higher institutions which have a solid online-based academic system. Also, online learning provides chances for Indonesian citizens to enjoy teaching and learning process anywhere they are.

However, in reality, adjustments are firstly needed. There have been obstacles such as connection limitation, excessive needs of data packages, and improper teaching and learning environment. These conditions could create gaps in online learning. To tackle the problems, teachers should find new opportunities in

information technology utilization and in developing a more effective teaching methodology, namely delivering materials using teaching modules. When there are no online teaching modules, students would have no clues to what they are learning. Thus, the questions appear are as follows: How to tackle or at least minimize the problems of poor signals so that the lesson could proceed? How to promote interactions in online drawing class?

Based on the above statement of the problems, the research objectives are as follows: Ways to tackle or at least minimize the problems of poor signals so that the lesson could proceed. Describing how to promote interactions in online drawing class.

The effective learning modules are expected to motivate students to learn since they could depict teaching materials in an interesting and innovative way. For the development of science, an integrated online teaching and learning could benefit the university to open a wider opportunity by having an online learning system as an alternative to offline classes.

RESEARCH METHOD

This research is using qualitative method, library research and interviews. There have been potentials which could benefit for materials development which are relevant to the needs of the university teaching and learning, including research studies of lecturers on teaching and learning strategies utilizing modules. Research results on education done by lecturers are available in educational journals. Articles published in various journals have undergone a series of review processes before getting published, therefore, the quality is ensured. Based on the obstacles in teaching and learning strategies, research results in module-based learning will be used as a reference to develop teaching materials in the form of modules.

The interviewees are lecturers and tutors and students attending Basic Drawing course. Those attending the Basic Drawing course will use modules which were designed at the beginning of the semester before classes started.

RESULT AND DISCUSSION

Definition of Modules

Modules are a package containing a conceptual unit of a series of learning materials which are planned and structured to help students achieve goals which are well-planned. According to Rahdiyanta, 2009 the term modules appear based on the ideas of the individual differences in students which need attention in their learning process.

Modules as learning resources possess distinctive characteristics different from other sources. The characteristics are:

- a. The most comprehensive learning unit or package
- b. Consisting of series of planned and systematic learning activities
- c. Consisting of explicitly and specifically formulated learning objectives
- d. Facilitating students' independent learning
- e. Realization of individual differences acknowledgment (Rahdiyanta, 2009).

Learning Materials

Media comes from Latin which is the plural form of "medium" which literally means intermediary. It generally means anything that can channel information from a source of information to an information recipient. Teaching and learning process is actually a source of information, so the media used in learning is called learning media. learning media is a part of learning sources which is a combination of software (learning materials) and hardware (learning tools) (Muhson, 2010).

Online Classes

"An online class is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructors and share material and check academic progress with help from internet-oriented technologies. Today, online classes are becoming so popular that they are likely to be expected in any formal education curriculum. Moreover, increase in the COVID pandemic worldwide has also added to the importance of online classes (Kulal & Nayak, 2020)."

In this case, it would be an advantage or strength from students who are now Gen Z who were born and raised in the era of technology. The Learning styles of Gen Z are as follows, they like audio-visual format, depend on technology, easier to understand more accurate, concrete, factual and useful examples, therefore, to achieve the learning objectives, one of the innovations that could be implemented using the learning media is through learning video (Kusnayat et al., 2020).

Well-written modules could attract the attention and motivation of students to learn and contain good values and aesthetics. It has been piloted in an online Drawing course at Ciputra University during the pandemic. At the beginning of the semester a clear learning module was designed using module. It was structured from the beginning of the term to the end. The modules include assignment description and video supporting materials.

Students are aware of the overall one semester target. Know the target of each assignment. In this drawing course, one important thing is to prepare the tools and materials before the online lesson starts. Learning modules are good solutions to solve unstable internet connection in Indonesia since they could be downloaded beforehand. Another advantage gained from learning with using modules is to develop students' learning motivation as they facilitate students to collect learning information, and teaching materials are spread out more evenly in one semester.

Learning Modules

In learning modules developed for *Basic Drawing* course, the semester consists of 16 weeks, 14 weeks for assignments and lessons, 2 weeks for Final and Midterm Test. The beginning of the modules explained the mapping of the lessons in 1 semester including description of the learning objectives. The semester starts with introduction to basic forms, sketching and value grayscale. After the Mid test, students practice using colour media. For assessment, students make video reviews aiming to remember all techniques gained and also learn to share knowledge to others.

Based on the interview data, it is found that it might be hard for freshmen (first-year students) who are not yet familiar with university studies to understand the mapping, but as they move along the semester, they will get used to the rhythm, they can re-read and understand the mapping.

In addition to the detailed explanation of the mapping of the materials, the modules state the rubric or scoring guidelines. The rubric aims to help students practice to prioritize –which assignments to finish, which projects need mentoring – so that they could get high scores. From the interview data, students and teachers understand and try to follow the assessment standard that has been set.

Below are examples of learning target and scoring rubric in one semester

Basic Drawing Learning Scheme

Learning Objective: Students are able to recognize basic shapes and draw to realize an idea			
SAA I	MidTest	SAA II	Final Test
Students are doing warming up and familiarize with basic stroke by drawing needed basic lines	MidTest	Students are learning application techniques of general drawing media	Final Test
Students are learning basic shapes of round, rectangular, cone, cylindrical objects with their values	Students are doing reviews	Students recognize colors and mixtures	Students are doing reviews
Learning and drawing surrounding objects mostly complex objects using techniques of basic shapes previously learned		Students are learning anatomy of surrounding living creatures	
Students are learning curvature in fabric and simple composition		Students are able to draw surrounding textures found such as fur, scales, shiny etc using color media	

Table 1. Scoring Matrix Ciputra University
Source: www.e-learn.uc.ac.id

Examples of Scoring Rubric					
Neatness	10	Score 5-6 Not neat, unproportion al composition on image plane	Score 6-7 Not neat, proportional composition on image plane	Score 7-8 Neat, proportional composition on image plane	Score 8-10 neat, composition in line with image plane and aesthetics
Punctuality	10	Score 5-6 Not finished during studio session	Score 6-7 Nearly finished during studio session but carelessly	Score 7-8 Nearly finished during studio session and neat	Finished on time during studio session
Mentoring	20	Score 10-12 Mentoring is not done	Score 13-15 Less proactive and does not meet minimum mentoring process	Score 16-18 Less proactive but meet minimum mentoring process	Score 19-20 Proactive and meet minimum mentoring process
Aesthetics of end products	60	Score 30-50 Not relevant with assignment brief	Score 50-70 Less relevant with assignment brief and aesthetics	Score 70-90 Relevant with assignment brief but less aesthetics	Score 90-100 Relevant with assignment brief and very aesthetics
	100				

Table 2. Examples of Scoring Rubric

Students could access learning materials in the modules each week. There is written explanation on the materials and lecturers present in video format. Both media, audio and video, are synergized to help students better comprehend the materials. The first advantage is to solve the connection problems, both could be downloaded before the lesson starts. After being downloaded, students could review the materials, replay the video if unclear with or forget the steps. Second, students could prepare the tools and materials before the online studio session starts.

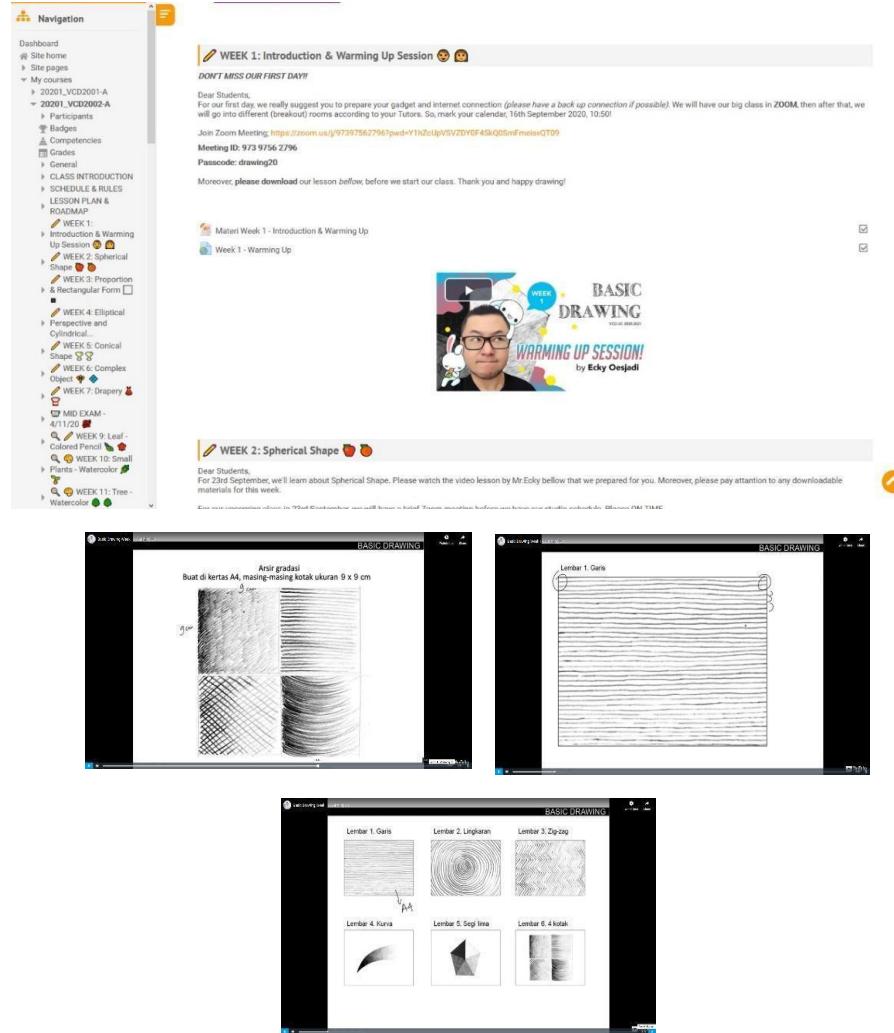


Figure 1. Screen shot of *Basic Drawing* Course

Source: https://youtu.be/YA_qPAD4klw

The Use of Modules in learning Process

After designing the modules, the next step is to use the modules for learning. Each student is given access to module to browse through the module content prior to the lesson. Students are asked to take notes after studying the modules and formulate questions if there is anything unclear.

It is stated in the module that there are 2 processes in online classes, namely all students, lecturer and tutor are present where lecturer will explain the materials in general. To deliver the material, *meeting virtual media Zoom* is used to replace face-to-face learning. The lesson is followed by a studio session and *mentoring* process, where *group chat* is used by a small group of students and mentors to interact. In this stage, there will be in-depth discussions to ensure that students understand the materials and mentors could check if students do the assignments correctly and follow the timeline. Group chat could also facilitate an intimate group discussion among a small number of students.

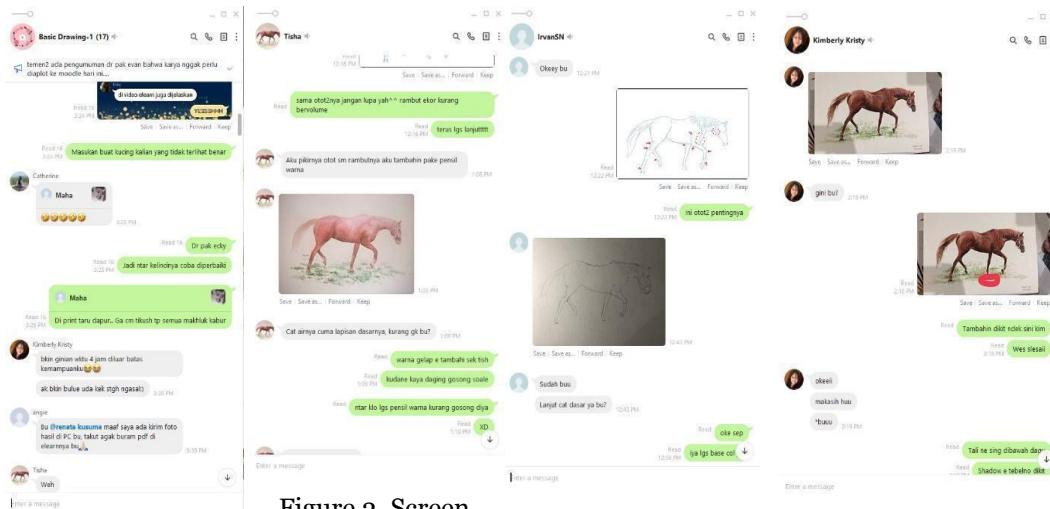


Figure 2. Screen

shot of a tutorial session of *Basic Drawing* course

Source: author's notes

A study by K. Arisa G stated the effectiveness of the use of e-module in materials delivery for the Photography course in SMK Negeri 1Visual Communication Design. The findings indicated that the use of e-module in teaching and learning processes in the classroom could help students understand the materials faster and promote teacher-student interaction. Materials presented in the form of texts, pictures, and videos in e-modules could help students better understand the lesson and complete the projects. The success of project-based

learning to increase students' learning activity is due to the implementation of a project-based model which could help students to actively participate in learning. Project-based models give students chances to learn in a fun way so that they can be motivated to improve their skills (Ariasa et al., 2017).

Studies from the next journal indicated that module-based learning could show success as long as the modules are attractive, clear and complete. Yeka Hendriyani explains that modules are materials designed systematically based on discussion topics and desired competency in learning. Learning through video tutorials help learning to become effective, efficient and relevant (Hendriyani et al., 2018).

Learning target in this drawing course is stated at the beginning of the module through details in SAA I and SAA II which are an overall target. The learning objectives for each assignment per week is stated in details of assignment whereas feedback for the improvement of the next drawing is explained and written by the lecturer in the graded drawing. Improvement could be done in the next assignment.

Observation and Interviews

Observation for one semester from the perspective of the lecturer, a well-written, focused and structured module could really help the teaching and learning process. Everyone could review the target and deadline clearly. Because materials are updated each semester, modules have to be completed before semester starts. Therefore, the teaching team could read and get prepared to direct students beforehand.

Student observation was implemented through firstly, chatting during and after tutorial sessions with the assistant. It was found that students understand the content of the modules. The benchmark is the relevance of students' projects. From the beginning of the sketching process and the next process, the rendering process with black and white *value* and colour.

Tutors will sharpen the details of the sketch and observe contrasts. In one sample group for assessment, consisting of 16 students, it is found that 4 students

earned very good, 6 students got quite good, 4 students average, 2 students below average. Very good ranges from 86-100, quite good from 76-85, average from 65-75, below average is below 65. The passing grade is 55.

Secondly, observation was done through a brief interview with students about satisfaction on the online system. They acknowledged that they gained knowledge and understood the learning concept after implementation, learned about the continuation of assignments and exercises. Gradually as they had more practice, they were able to do new items which were more difficult within the assigned time. However, students expected to return to offline classes after the pandemic since learning detailed technical skills like the degree of pencil pressure, paint thickness, colour sensitivity and other similar details are difficult to learn through video.

CONCLUSION

Online teaching by lecturers with abundant assignments during the COVID-19 pandemic and the government enforcement to *stay at home and work from home* are stifling to students as they could not interact as much as before with peers to finish assignments. Therefore, it is necessary to implement integrated teaching strategies using modules combined with assistance sessions.

There are two ways of online teaching, asynchronous and synchronous. During synchronous teaching, tutors and lecturers will meet online in a scheduled time for tutorial sessions to monitor the progress of students' work. During the asynchronous one, teaching and learning is not done at the same time between lecturers and students. Students continue to work on their assignment independently, with the guidelines from the prepared modules.

Modules could be successfully used when they have detailed structures, objectives and supporting multimedia. Written media are useful to those who are visual learners. Video media are more effective for auditory learners. Other supporting factors are clear and attractive layout and appearance. Teaching and learning should keep up to date, transform and adapt with new challenges faced by

the society so that materials delivered could be ingrained and useful to students in the future.

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