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DIREKTORAT JENDERAL KEBUDAYAAN
DIREKTORAT PEMBINAAN TENAGA DAN LEMBAGA KEBUDAYAAN



FAKULTAS ILMU BUDAYA
UNIVERSITAS GADJAH MADA



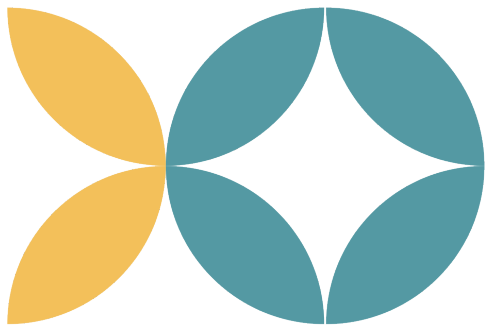
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The Resilience of the Cultural Ecosystem
through the Pandemic



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KATA PENGANTAR

Konferensi Internasional Kajian Indonesia (KIKI) atau ICONIC (International Conference on Indonesian Culture) diselenggarakan dengan maksud untuk mewujudkan platform gotong royong lintas disiplin melibatkan para peneliti di dalam dan luar negeri yang dirancang untuk memperkaya kajian budaya Indonesia.

Pada Juni 2021 UNESCO mengeluarkan laporan *Cultural and Creative Industries In the Face of COVID-19: An Economic Impact Outlook*. Dalam laporan ini disebutkan bahwa sektor CCI merupakan salah satu sektor yang paling pertama ditutup dan akan menjadi yang paling terakhir dibuka kembali. Sebagian besar sektor ini tergantung dari pengumpulan massa. Laporan UNESCO ini memberikan gambaran mengenai dampak ekonomi pada sektor CCI. Selain itu laporan ini juga memberikan gambaran mengenai usaha yang telah dilakukan di berbagai negara untuk mengatasi permasalahan ini. Merespon dari laporan UNESCO tersebut, pada bulan Juni 2021, Direktorat Jenderal Kebudayaan, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi melakukan penyusunan Laporan Urgensi Pemulihan Sektor Budaya Indonesia. Laporan ini dilakukan dengan:

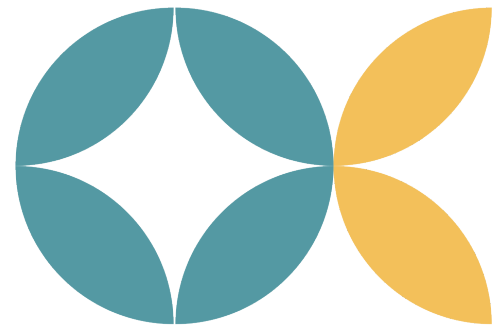
1. Inventarisasi dampak pandemi bagi sektor budaya di Indonesia & rincian tiap subsektornya;
2. Memetakan kemungkinan adaptasi sektor budaya di Indonesia dalam situasi pandemic;
3. Menghitung potensi manfaat sektor budaya di Indonesia pasca-adaptasi; dan
4. Memperlihatkan urgensi pemberian stimulus ekonomi bagi sektor budaya.

Pengumpulan data untuk keperluan laporan ini dilakukan dengan membuat kuesioner

Analisis Dampak Pandemi Covid-19 Terhadap Ekosistem Kebudayaan Di Indonesia melalui website <https://jejakpandemi.kemdikbud.go.id>. Laporan ini akan mencakup dampak pandemi bagi sektor budaya Indonesia, strategi adaptasi sektor budaya Indonesia, dan stimulus ekonomi bagi sektor budaya Indonesia.

Untuk mendukung usaha untuk melakukan pendataan dari laporan tersebut, maka ICONIC akan mengambil tema yang berhubungan dengan dampak pandemi pada kebudayaan tapi dengan perspektif positif yaitu Daya Lenting Ekosistem Kebudayaan. Diharapkan konferensi ini dapat menghasilkan suatu solusi ataupun resolusi dari permasalahan ini. Konferensi akan menghadirkan berbagai ahli bidang kebudayaan untuk membicarakan peran kebudayaan pada masa kini. Selain itu juga mengundang berbagai peneliti, akademisi, dan praktisi kebudayaan maupun dari luar bidang kebudayaan untuk sumbang pemikiran dan saran dalam bentuk tulisan maupun diskusi. Selain itu juga mengadakan interaksi antar asosiasi profesi untuk bisa melakukan kolaborasi kajian mengenai budaya Indonesia.

Jakarta, 31 Desember 2021
Panitia ICONIC 2021



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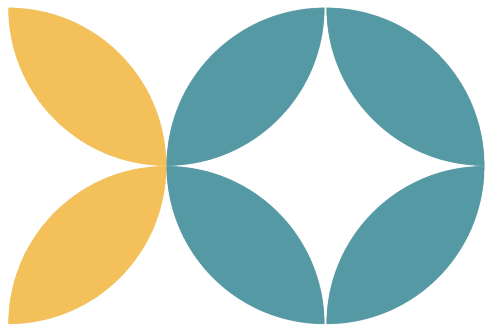
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TOPIC 6

NEW NETWORKS OF CULTURE DURING PANDEMIC

The Creative Process And Design Student Motivation In Online Learning During a Pandemic

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The pandemic period encourages educators and students to carry out distance learning using network technology media. With distance learning, it creates interaction limitations that can affect student motivation in the creative process in the field of Visual Communication Design. In the learning process in group studio classes, students carry out several stages in the creative process which is designing a concept or solution visually. The Orientation, Preparation, and Analysis stages contained at the beginning of the creation process had to be done online. With the limited interaction between students, how can this process be carried out and how does it affect student motivation. Based on the theory of Alex Osborne's model of creation process, and a review of the theory of intrinsic and extrinsic learning motivation. Intrinsic motivation is motivation that comes from within to encourage learning actions, while extrinsic tends to be influenced by conditions outside the student's learning situation. This study seeks to describe qualitatively a creative process carried out by students online during the pandemic. By conducting surveys and in-depth interviews, the research connects with student motivation in the online learning process and with some limitations of interaction, the results of the review show that there is an adjustment between the stages of the process and the digital instruments used by students in creating. By optimizing the digital media as a tool for collaboration, these activities also lead to self-directed learning. With self-directed learning, students can go through the stages of the creation process by making themselves fully autonomous in the learning process.

Keywords: *Visual Communication Design, Motivation, Online Learning, Creative Process.*

INTRODUCTION

in dealing with the situation of the COVID-19 pandemic, all levels of education in Indonesia have undergone adjustments in the learning process. The entire learning process switches to using technology that supports distance learning using networked technology. The use of this technology is not new, but not all universities, especially in big cities, can adapt to the ideal conditions of learning. Methods and curricula in higher education are rapidly adapting to these screen-based interaction patterns. In the Visual Communication Design study program, the use of digital technology is familiar. On average, millennial generation students are used to using digital devices. But the problems that arise are adjustments to the creative or collaborative process that is usually done in a classroom or studio. Many creative disciplines use studio-based learning methods, most of which rely heavily on the process of working in the studio and collaborating both between groups and between individuals. Whatever the stage of the process, this adjustment period encourages them to carry out all processes in remote mode and rely on network technology (internet). This conditions certainly changes the process that occurs in this remote studio space. This article seeks to understand the changes that occur in the creative process and also the

motivation of students. By reviewing the theory of the creative process model and also the theory of learning motivation, this article describes the results of observations as preliminary research on topics related to the use of networked technology in the learning process in the field of Visual Communication Design, to understand the conditions that occur and can provide solutions for future design practice.

ANALYSIS

Objects and Research Methods

In the research process, the technique used in data collection is to make observations in a qualitative context, where the author declares himself to be an observer or participant observer. In the process, the author participated in activities where the research was carried out (Creswell, 2017). In this study, the authors observed 57 Visual Communication Design students who took studio-type courses with a focus on the collaborative process between individuals who were divided into large groups. In this course, students are given the task of a real project to create a complete and comprehensive design idea. Online meetings were held 14 times accompanied by lecturers, while for independent work online meetings could be held without the presence of a supervisor. In the process of doing assignments, students are guided in doing assignments through several stages of the creation process. Before the pandemic hit, this process was usually carried out in studio rooms used by several working groups, but at the time this research was carried out all stages were carried out online through an application. In the research process, the author participated in online meetings, to capture an outline of the situation and conditions of the learning process. Then followed by a survey stage and also conducted several interviews with students. The interview used is a semi-structured interview, in its implementation more freely without time limits but still in accordance with the points to be achieved (Sugiyono, 2019). The purpose of semi-structured interviews is to find problems that arise when the activity is carried out, students are asked to express their experiences. With the addition of several related literature reviews, the data and analysis results are then presented in a descriptive form.

Alex Osborn's Creative Process Model

The creative process used in the theoretical study in this research is usually used in the problem-solving process at an advertising agency. The most popular stage of this section is commonly known as the 'brainstorming' stage. Alex Osborn is a former chief executive of a leading advertising agency in the United States. He formulated a stage in the creative process that is still relevant to use in creative disciplines education lectures. Brainstorming is a technique used to find solutions to problems by presenting ideas or ideas that arise spontaneously from each individual in the group. In the practice of the creative process, the individuals involved focus on the issues raised, then allow ideas and ideas from free conversation to emerge so that they can be further developed.

In the whole process of creation, Osborn (Dorval, 2011) divides it into several stages, including:

- 1) Orientation Stage, where the group leader or instructor presents a new problem or situation to the participants.
- 2) Preparation Stage, participants collect data.
- 3) Analysis Stage, participants formulate problems.
- 4) Ideation, namely the stage where the participants express their ideas or ideas on the problem.
- 5) Incubation Stage, participants first precipitate their ideas and ideas for discussion and form arguments so that enlightenment occurs.
- 6) Synthesis Stage, gathers ideas and forms of ideas into a more comprehensive stage
- 7) Evaluation Stage, is an assessment of the solution and allows for revisions and adjustments.

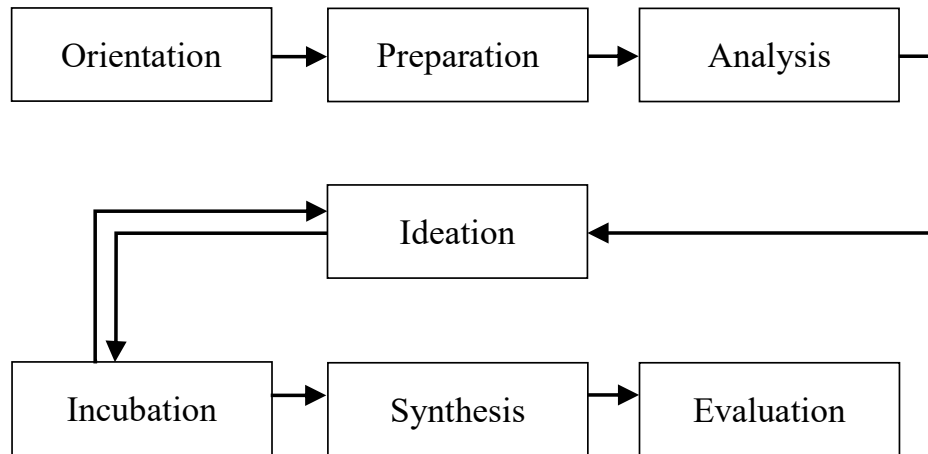


Fig. 1 Stages of the creation process (adaptation of Alex Osborn's creation process model).

In this study, the learning activities used as the object of research apply stages adapted from the stage model of Alex Osborn's creation process above. The stages carried out, divided into several meetings, were adjusted to the speed of work of student groups. The lecturer directs the activities along with the deadlines for each of these stages. In learning that applies this creative thinking process, student activities should be more proactive and reactive through reading, seeking information, listening, researching, and concluding. With the shift of teaching through internet media, it is unavoidable the possibility that conditions change the learning experience which is also influenced by student motivation. The author intends to use this model, trying to explain the analysis according to the stages in the learning process of the course.

Theory of Motivation in Learning

In essence, motivation is the basic impulse that moves an individual to behave. Motivation comes from the Latin word which means "to move". Motivation is a process that is based on needs which ultimately gives rise to an impulse to achieve a goal. Understanding the motivational process also means the link between needs, drives, and incentives (goals) (Luthans, 2021). If it is associated with learning activities, motivation in learning is an internal or external encouragement to someone in the context of learning, to make changes in behavior that have indicators including 1) Desire to succeed, 2) need to learn something, 3) hope for the future, 4) Appreciation in learning, 5) the existence of interesting activities in learning, 6) the existence of a conducive learning environment (Uno, 2021).

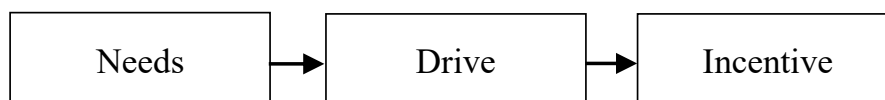


Fig. 2 The Basic Process of Motivation adapted from (Luthans, 2021).

Internal motivation in learning motivation is also called intrinsic motivation, this motivation describes an activity that is carried out for self-satisfaction (Ryan, 2000). Challenge and curiosity are trigger factors for intrinsic motivation. In learning, intrinsic motivation has a significant effect on academic achievement (Lepper, 2005). Intrinsic motivation that can be identified in learning is associating grades with internal factors for example from the efforts they have made, believing that all efforts will produce good grades not because of luck, mastering a topic because of interest, not because of memorizing for exams.

The opposite of that external drive or extrinsic motivation, is the drive comes from outside the individual. Extrinsic motivation is usually characterized by rewards such as money and value, coercion and threats of punishment. Competition is generally extrinsic because it encourages individuals to win and beat others. This can also apply to a group of individuals in a class (Ryan, 2000).

Survey on the Learning Process

The questions contained in the survey include activities and interactions that occur in the creative process while working on projects and also on individual motivation. The survey results show that several aspects were found in the work process while attending courses during a pandemic. The first aspect is the adjustment of practice at the orientation, preparation, analysis, and ideation stages. At the adjustment orientation stage, there is a way of delivering the brief or the focus of the task given, the delivery is not only delivered during virtual face-to-face but the task brief must be written and can be accessed by group members at any time. At the preparation stage, group members tend to search independently for data via the internet and rarely do it simultaneously. Positively, this causes a lot of searching for diverse data, and negative if during the briefing the information conveyed is not clear, group members can collect inaccurate data.

At the analysis stage, formulating problems tends to be done with a relatively long time, because each member works to search for data and tends to conclude the problem individually. So that at the time of discussion it takes a lot of time to finally reach an agreement on the problem of the given project. At the ideation stage, the biggest difficulty is in equating perceptions and making decisions about the idea or concept that will be used in the group. These four stages experience problems in the process because all processes are carried out using video-based communication media or limited to text in social media group chats. So that what is said is not as free as when face to face.

The second aspect is the interaction between members of the group. Freedom in communication tends to experience obstacles. In each group work, students often find it difficult to express opinions freely. The difference in the way of communicating results in the contrast between active and passive students. In passive group members, communicating is increasingly difficult so that they tend to just listen or even less and less participate in online discussions. The lead character of the group leader and supervisor in directing or dividing the duties of the members must work harder.

The third aspect is the use of network-based work support tools. In the division of tasks, information data storage, reference findings, to digital sketches must be stored in cloud storage so that they can still be accessed by all members. Groups of students use and even explore the use of these tools, such as web applications for collaboration, brainstorming, division of tasks (to-do lists) for each member, to storage in the cloud. With the hope that all stages of the process can be well organized. In practice, this ability to organize data requires more expertise so that everything is organized neatly.

The fourth aspect is the assessment process carried out by group leaders and lecturers. In each process, the group leader must be able to make decisions that are carried out in a tight time. That the limited interaction carried out face-to-face online makes the group leader must be able to supervise each member's performance. Lecturers must be able to carry out supervision and observations carried out only in virtual spaces. Things that used to be before the pandemic could easily be done by direct observation. For example, individual assessments from observing how it works, the process at each stage to the final result in the form of the execution of visual designs must now be done through network-based applications.

Relation to learning motivation

In addition to the survey, the author also conducted interviews with students related to motivation in the learning process. During the period of the learning process, the survey measuring student learning motivation is indicated by several aspects such as; 1) the desire to succeed, 2) the need to learn something, 3) the hope for the future, 4) the appreciation in learning, 5) the existence of interesting activities in learning, 6) the existence of a conducive learning environment. at points 1, 2, 3, and 4 the values obtained tend to be stable, but for points 5 and 6 the survey results show a significant decrease. In this interview, it was stated that lecture activities tend to experience saturation and a non-conducive learning environment. This was obtained because of communication difficulties that occurred between group

members, so to maintain this, the group leader or supervisor must have a greater effort in motivating all members. Intrinsically all students have the same full personal desire for knowledge obtained from the beginning to the end of the process. Extrinsically the achievement of values or success is ultimately the final goal during the process. In interviews, some individual students even stated that the final grades were very influential in the process, beyond personal motivation to master their skills in the design process.

CONCLUSION

From the results of observational research and after analyzing the learning process and design class, the author draws several conclusions. The tendency of learning experiences that use group work methods in a design class studio has several adjustments experienced by students and lecturers. When it comes to the creative process, all the initial stages in the creative process experience obstacles in communicating due to the use of media that is not commonly used or technical problems with the equipment. As for the ideation to evaluation stages, students tend to be able to do it well because it can be done individually and each according to the division of design execution tasks. In the process, students still face difficulties in conveying their intentions visually or agreeing on a problem solution.

In the collaboration process between students, tools based on network applications are widely used, even explored by students to help complete projects. Applications such as free video conferencing to applications that have features such as whiteboards or Miro applications are widely used in the brainstorming process. The use of hypertext and hypermedia formats also helps to organize projects faster in addition to cloud-based storage. It seems that students need special skills in organizing the database of the projects they are working on.

Adjustment of learning styles in new habits also needs to be a concern. With this new learning style, students are required to have high independence and discipline towards time. In the absence of a direct face-to-face group work process, supervision among individual students becomes unsupervised, so that discipline in working on projects becomes an independent responsibility. This tendency leads to a self-directed learning method, where students have full control over the learning activities they do. For example, in searching for information and selecting data through the internet, students have full control over what they are looking for until they decide that their data is sufficient.

With the results of these initial observations, the authors hope that these results can be the first step for future research related to future learning experiences in creative disciplines such as visual communication design. Whereas in a studio-based class method that uses collaborative activities between individual students, some adjustments and additional skills are needed. So that communication and use of technology media can be maximized. The author also concludes that there is a need for adjustments regarding the stages or creative processes carried out in distance learning conditions using network technology. So that it can be seen to what extent the use of this technology can be applied to future learning and the extent to which this condition affects student motivations in learning.

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