

Finding Out the Visual Literacy Ability of College Level through the Analysis of Poster Design and Idea Creativity

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Abstract. The challenge of education in the 21st Century is to create an education that can produce thoughtful human resources who can build social order and economy and are aware of knowledge as an individual in the 21st Century. It is crucial for learning in the present era to prioritize visual literacy skills. Visual literacy skills help the students to be capable of communicating by utilizing visual language structure until they contribute to the more global dialogue organization such as metaverse era. The purpose of this research was to review the poster design, which covers visual literacy standards and visual literacy aspects, to determine the level of students' visual literacy skills in college. This study uses purposive sampling on visual art students from four universities. The data in this study were analyzed using interpretivism. Based on the analysis result of students' work presentation reviewed from the visual skill. Differences in the ability to convey information, effectiveness and efficiency of images, presentation of cultural, social, and historical photos, problem-solving, and creativity. Differences in the quality of work between one individual and another related to standards in visual literacy are influenced by several aspects, namely learning experience, source of visual literacy, and sense experience.

Key words: visual literacy; poster design, students' creativity; visual higher education

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INTRODUCTION

Learning is vital to promote visual literacy skills (Lundy & Stephens, 2015). Visual literacy assists students in being able to communicate by utilizing visual grammar so that they can contribute to a more global level of dialogue, such as the Metaverse Era (Lundy & Stephens, 2015). This ability is not only beneficial because of massive technological developments, but the transformation of 21st-century education also has its challenges in improving individual skills, such as visual literacy. The challenge of 21st-century education is to create education that can produce thinkers so that they can participate in building a social and economic order that is aware of knowledge like individuals in the 21st Century (Wijaya et al., 2016).

The main problem today is that the current generation has become a digitally native generation who only consumes it practically (take it for granted), consequently becoming less critical in consuming visuals on various platforms (Brumberger, 2011). The impact on education, millennial learners tend to show less ability and a strong effort in creating or communicating visual messages (Metros & Woolsey, 2006). Their position is only as passive consumers of an increasingly massive visual culture amid the rapid

production of visual signs (Pettersson, 2014). Thus, the role of visual literacy helps someone to understand, interpret, and create visual messages with more meaning and quality in line with the ability to think critically and creatively in solving visual problems.

Literacy can also be identified as a collection of abilities individuals use to communicate with others through visuals (Ausburn & Ausburn, 1978). The American Association of College and Research Libraries published seven visual literacy standards for college students (Arslan & Nalinci, 2014; Matusiak et al., 2019). These standards measure students' abilities ranging from determining the nature and extent of visual material, analyzing the effectiveness and efficiency of images or visual media, interpreting the meaning of visual media, evaluating pictures and visual media sources, using images and visual media effectively, designing and creating visual media, and can analyze related issues in visual media (photos, ethics, law, economics, etc.).

Graphic design as a visual medium also requires good visual literacy skills. One form of graphic design is poster design which has graphic design elements such as markers, symbols, typography and photography or illustrations, applied as visual devices and communication devices that allow them to be used to

communicate (Danton, 2001).

Dealing with previous studies, research on visual literacy that focuses on studying problems in works of art is still minimal. Therefore, this study tries to analyze the poster design work due to the representation of the DKV student's work produced within the scope of lecture learning in terms of visual literacy skills and creative idea production.

METHODS


This study aims to determine the representation of Visual Communication Design students' work produced in practical lectures regarding visual literacy skills and creative idea production. The samples in this study were visual arts students from four universities, namely Universitas Negeri Semarang, Indonesian Institute of the Art Surakarta, Dian Nuswantoro

University, and Universitas Sebelas Maret. Sampling in this study used a purposive sampling technique. According to Sugiyono (2014), purposive sampling is used to determine the number of samples to be studied based on criteria following the research. The data in this study were analyzed using interpretivism, which aims to analyze all the collected data. The interpretivism technique is an approach that seeks to find explanations about social or cultural events based on the perspectives and experiences of the people being studied (Neuman, 2000)

RESULTS AND DISCUSSION

Analysis of student work used visual literacy standards of the University. There are seven standards used in the study of student work. An overall analysis of student work can be seen in the following table

Table 1. Results of Analysis of Students' Graphic Design Works

Material Object	Visual Elements (Lopatovska et al., 2016)					
	Illustration	Typograph y	Colour	Layout		
	<p>The main illustration of bitmap object-based trash can be processed by tracing</p>	<p>The "recycle" headline is written in Arial black font, sans serif typeface.</p> <p>It does not meet the principle of readability typography</p>	<p>The colour composition consists of several elements: Red, grey, white.</p> <p>Combination of primary and natural colours</p>	<p>Axial layouts. The main illustration is shown close up and placed in the frame (black outline)</p>		
<p>Visual literacy standards of universities based on The American Association of College and Research Libraries (ARCL) (Arslan & Nalinci, 2014; Hattwig et al., 2013)</p>						
Information Submission (Standard 1)	Image Effectiveness and Efficiency (Standard 2)	Cultural, social and historical images (Standard 3)	Aesthetics and Drawing Techniques (Standard 4)	Problem Solving and Creativity (Standard 5)	Image Meaning (Standard 6)	Image Presentation Etiquette (Standard 7)
The message conveyed is not informative	The purpose of delivering the message and the function of the poster was not achieved	No cultural, social or historical images appear	Poster with a placard style made using basic tracing techniques using Adobe Illustrator	It does not answer the issue, and creativity is not visible	There is no meaning in the message in the picture	It does not deviate


Material Object	Visual Elements (Lopatovska et al., 2016)			
	Illustration	Typography	Colour	Layout
	<p>The main illustration of a man is made using digital drawing and digital colouring techniques</p>	<p>The headline is written in a sans serif typeface.</p> <p>The selection of fonts can meet the functional aspects and the principle of readability. It's just that the composition of the letters is not explored optimally</p>	<p>The dominance of dark brown on the background and red on the word "HELP". Natural colours are shown in the combination of brown, grey and black.</p>	<p>Axial layouts. The main illustration is shown close-up in the middle.</p>

Figure 2. Poster “Stop Shaming”

Visual literacy standards of universities based on The American Association of College and Research Libraries (ARCL) (Arslan & Nalinci, 2014; Hattwig et al., 2013)						
Information Submission (Standard 1)	Image Effectiveness and Efficiency (Standard 2)	Cultural, social and historical images (Standard 3)	Aesthetics and Drawing Techniques (Standard 4)	Problem Solving and Creativity (Standard 5)	Image Meaning (Standard 6)	Image Presentation Etiquette (Standard 7)
The message is informative	The purpose of delivering the message and the function of the poster are achieved	There is a cultural and social image	Poster made with digital drawing technique via Adobe Photoshop	Answering problems even though creativity is less visible	There is meaning in the message in the picture	It does not deviate

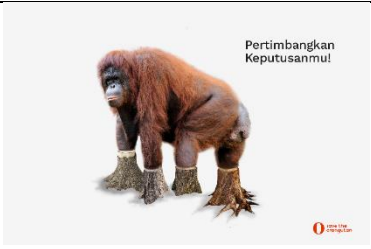
Material Object	Visual Elements (Lopatovska et al., 2016)			
	Illustration	Typography	Colour	Layout
	<p>The main illustration of an orangutan is made using digital imaging techniques (bitmap)</p>	<p>Headlines are written in a sans serif typeface.</p> <p>The selection of fonts can</p>	<p>The dominance of brown on orangutans and trees as the main illustration is a natural colour</p>	<p>Axial layouts. The main illustration is shown in the middle.</p>

Figure 3. Poster “Consider your need.”

	processing).	meet the functional aspects and the principle of readability
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Visual literacy standards of universities based on The American Association of College and Research Libraries (ARCL) (Arslan & Nalinci, 2014; Hattwig et al., 2013)

Information Submission (Standard 1)	Image Effectiveness and Efficiency (Standard 2)	Cultural, social and historical images (Standard 3)	Aesthetics and Drawing Techniques (Standard 4)	Problem Solving and Creativity (Standard 5)	Image Meaning (Standard 6)	Image Presentation Etiquette (Standard 7)
Informative message	The purpose of delivering the message and the function of the poster are achieved	Visualization contains a social image	Posters made with digital imaging techniques (processing bitmaps) through Adobe Photoshop	Answering the issue	There is meaning in the message in the picture	It does not deviate

Visual Elements (Lopatovska et al., 2016)


Material Object	Visual Elements (Lopatovska et al., 2016)			
	Illustration	Typography	Colour	Layout
	Illustrations made with vector-based digital techniques	Headlines are written in a sans serif typeface. The selection of fonts can meet the principle of readability but cannot meet the visibility aspect	The dominance of pink on the background is an excellent colour that gives a bright impression.	Axial layouts. The main illustration is shown in the middle.

Figure 4. Poster 3M

Visual literacy standards of universities based on The American Association of College and Research Libraries (ARCL) (Arslan & Nalinci, 2014; Hattwig et al., 2013)

Information Submission (Standard 1)	Image Effectiveness and Efficiency (Standard 2)	Cultural, social and historical images (Standard 3)	Aesthetics and Drawing Techniques (Standard 4)	Problem Solving and Creativity (Standard 5)	Image Meaning (Standard 6)	Image Presentation Etiquette (Standard 7)

The message conveyed is less informative because the letters are presented in a small size, so they are not read clearly.	The purpose of delivering the message and the function of the poster are achieved	No cultural, social or historical images appear	Poster with a vector-based infographic approach created in Adobe Illustrator	It does not answer the issue, and creativity is less visible	There is meaning in the message in the picture	It does not deviate
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Differences in the ability to convey information, effectiveness and efficiency of images, presentation of cultural, social, and historical photos, problem-solving, and creativity. This is influenced by the learning experience taken during lectures and the visual literacy experience gained during the learning process. Differences in the quality of work between one individual and another related to standards in visual literacy are influenced by several aspects, namely: the experience gained by individuals during the learning process, sources of visual literacy, and the sensory experience of each individual. These things influence each other and greatly determine the quality of the visual elements produced and their standard of visual literacy. The strength of these factors can make a person able to create visual messages in an informative, effective and efficient manner, both implicitly and explicitly. This is in line with the ability of creative ideas in the final presentation of the resulting work.

CONCLUSION

The role of visual literacy assists someone in understanding, interpreting, and creating visual messages with more meaning and quality in line with critical and creative thinking skills in solving visual problems. In the analysis of the representation of four student works in terms of visual literacy skills. Besides, many differences were influenced by several aspects, namely: the experience gained by individuals during the learning process, sources of visual literacy, and the sensory experiences of each individual. This study can be explored the environment and the forming ecosystem that affects a person's visual literacy competence development. It's because this study has not involved the structure of forming visual literacy skills in students, such as teachers, family or parents, and the surrounding environment that affects a person.

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