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SCORE

NOVELTY AND GIMMICKRY innovation IN ATMOSPHERE

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NOVELTY AND GIMMICKRY innovation IN ATMOSPHERE

NOVELTY AND GIMMICKRY innovation IN
ATMOSPHERE BUILDING
METHODOLOGY IN NIRMANA TRIMATRA AND
DESIGN METHODOLOGY LEARNING DESIGN OF
COURSE

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ABSTRACT

Scientific curriculum in design fields require students to be able to build creative ideas in an attempt to solve various problems of design. The result of work is that containing values novelty and girmmiSiay kind of idea concepts and techniques used in the design process. The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable.

The method used is descriptive qualitative-quantitative method is simply supported by help analyze assessment

The results obtained are satisfactory concerning the work of assessment and feedback quotation course participants.

Keywords: Innovation, Model, Novelty, gimmickry

INTRODUCTION

"'Serious creativity' will seem a contradiction in terms for many people.

Everyone now knows that creativity has to be fun, lively and crazy - so how

can we have serious creativity?" (Bono, Sep 1995)

In the academic world what the statement of de Bono's is a paradigm that is contrary to the very serious academic climate. But the climate is ideal for

science education in the field of design is very demanding activities explorative in evocative creative ideas in making reference to the idea of designing including the end result of a creative act.

The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable. Which is expected to support new innovative methods of teaching that aims to produce works of innovative students.

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Design as a scientific field is fundamentally a scientific field that is very demanding various efforts to solve the problems being debated in the neighborhood. Scientific curriculum design field menggariskannya into course design methodology, in which one material is the Exploration of new ideas and activities in one of the phases and the first phase of which is Known as upload ideas or free brainstorming (brainstorming). Brainstorming is a method evocative basic ideas into a box that was collected in the wild but controlled through the establishment Of basic patterns of keywords. Introduced by Alex Osborne which he used for the benefit of the industry engaged in the advertising industry is very detailing the results very values novelty and gimmickry.

Students of Visual Communication Design (DKV) Faculty of Arts and Design (FSD)

Makassar State University (UINM) since formally established has introduced the method of brainstorming (BS) as one stage part of the research

methods of designing the stage design analysis (DA) in the design process (QP) to define the various terms and ingredients to be grouped and then created the elements basic ideas, ideas and design concepts that will be built in the exploration activities of DP.

Novelty and gimmickry could not attract the attention and is not directly related to the value of advertising. But in almost every other field of novelty but that alone is not considered quite so creative ideas must be reasonable and must be productive so that it can be said that every idea must necessarily madness in a scalable and productive.

"I would also like to point out that creativity does not have to be a group activity. Creative techniques can be used powerfully by individuals working entirely on their own" ,

(Bono E. d., Sep] 995), this statement illustrates that creativity does not always wake 01" group activities. Creative techniques can be used in a powerful way by individuals who • work entirely on their own.

Novelty in a sense which is synonymous with freshness understanding that means freshness or comfort (KBBI). So that novelty can be defined as something that values novelty.

Something that is second to none and not part of a mainstream, sometimes by most people as something strange. Potential to cause polemics caused not p~111of the ordinary.

Gimmickry is derived from the basic word "Gimmicks" which has several definitions. This

The term was first recognized in Olearly 20th century.

Refer to the product features that make it

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more interesting though is not to be important and have a functional to a product but is thought to enhance the sale value.

(<http://iklanistan.web.id>)

Gimmickry in the world of advertising (advertising) is like a blade that can attract attention

So that it can increase sales of the objectives of the ads were created. Gimmicks in a product

packaging or the product itself has a vital role because of the placement of the image of Mickey

Mouse or Minnie Mouse on any products toddler gives appeal to consumers even acts as a

marker of gender designation for baby boys and girls, including its role in the provision of

identical color blue for boys and pink for the baby girl.

Based on the core of content instruction in subjects of course design methodology covers the

basic theory of the stages in the design process through research studies of design consist

are; 1) Assessment Analysis (AA), 2) Assessment Synthesis (AS), and 3) Assessment

evaluation (AE)

The course of design methodology describes the various theories on the implementation of

the design process certainly requires a high concentration in following the lecture in the

Classroom. Although the success rate of the conduct of the course design methodology

Belong to the moderate condition but was deemed necessary to improve. This is due to the

role of design methodology courses including vital because it is a subject which drives a

student to other subjects in the scope of a science of visual communication design.

Based on these circumstances, it may take a few tips

(gimmickry) and novelty in its

implementation. So it takes a refresher teaching methods in the classroom to build an

atmosphere that supports learning atmosphere.

IDEO a design consulting firm in the United States since its founding has implemented

creative methods in building a working atmosphere which is then followed by many giant

companies such as Google [ncoexample which is now a giant in the world. Tim Brown, CEO

of IDEO defines creativity that creativity is a matter of leadership that can empower teamwork in executing the idea of herding and well built. (Brown. <http://www.ideo.com>). a concept of leadership that is inspiring, flexible, expressive, assertive and visionary becomes the foundation for building a climate.

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Introducing the students to think of creative ways of comparing it with the lateral and vertical thinking, is also a way of thinking collateral, then ask students to practice and make records of the results of their exploration in the classroom.

METHODOLOGY

This article uses a qualitative approach, a study that was taken from the opinion of this people and behavior that produces descriptive data in the form of words written or spoken. (Moleong, 2007) With the data collection methods used were interviewed and Observation. By it, this study used a qualitative descriptive type. Collect testimony- testimony derived from the course participants as the primary data related; delivery or materials engineering, climate, and atmosphere of the class, level of acceptance and expectations of students related methods [1], engineering [2] and the atmosphere [3] which is used as a measure related to the test methods class novelty and gimmickry that emphasize the atmosphere ..

RESULT

III Methods

The teaching methods are carried out in an attempt how to present an atmosphere or an atmosphere that can help students gain experience so that the materials can be well presented, made in several programs as follows:

a) Problem Based Introduction

The purpose of this model is to develop the ability to think and problem-solving task (II~:· developing self-reliance and the ability to access a role in a team or individual cooperation.

(Glaser) (Barrel, 2007) Assignment (see; STAD)

b) Student Teams-Achievement Division (STAD)

STAD models (Slavin, 1983) see also (Slavin R. , 1985)

Formed groups that have a common

Vision, based on case studies provided (Ills/me/jolla!

Form). Each member of the group was

Given the task and role. The assignment is based on case studies provided each group consisting

of 5-6 persons and the group sum of number 10 person for two classes:

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Group I dan VI: Identification of the problems in the market 'Pa'baeng-Baeng.'

accordance with scientific expertise competence fields of design.

No

Problem Solution

I

Although there are zoning based on Information systems need to be made the types of goods are difficult to access zones based on the type of Merchandise.

2

Lods or stalls and shanties design Need to be designed design the performances are looking seedy appearance and design of shanties

3

Parking zone was minimal It needs to make the design of the parking area

4

Public facilities such as toilets are Mobile toilets need to be designed not maintained even used as a place because of the location of markets, where merchandise cramped and difficult to access

5

Wet zone is very muddy and dirty Need to draft a model loads wet and exhaust duct systems are ideal.

Group, I decided to choose no.1 and group 2 chose no. 3 to their group project.

~. Group II and VII: Identification of the problems in the highway in the city of Makassar by scientific expertise competence field of design.

(Select spot or point based on the possibility of the .complexity of the problem)

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Problem Solution

-

1

Many offenders waiting for a sign Needs to be made of information boards green light in front of zebra-cross and warning And on it.

2

Lots going offenders counter-flow Need to be designed, traffic engineering design

3

The bus stop so that the objects of It needs to make a comfortable stop destruction and vandalism, broken shelter design and uncomfortable

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4

The placement of advertising and round

disorganized and chaotic

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Outdoor Studies need to be made and intends.

Tagging placement of outdoor advertising spa,
and the proposed regulations.

5 Offenders on traffic signs and road Need props design
and simulation f"

markings road users

3. Group III and VIII: Identification of the various
problems in the slums in the city
of Makassar by scientific expertise competence field of
design.

(Select spot or residential location that has a high
complexity of the problem).

(Eg assignment)

4. Grup IV dan IX: Identification of the various problems
in inter-provincial :

the terminal according to the Southwestern area of design
competence of scientific
expertise. (Eg assignment)

5. Grup V dan X: Identification of the problems common
facility centers Losari
accordance with scientific expertise competence field of
design. (Eg assignment)

c) Brain Storming and Mind Mapping

. The of model Brain-storming and Mind Mapping (Buzan,
2010) provide experience
in identifying and mapping problems, so have the ability
taxonomic thinking.

Assignment. (see:ST AD)

d) Think Pair and Share (TPS)

This model (Lyman, 1987) given the power to inspire
students to think logic so that
the students are expected to have the ability to think
creatively out of the box de Bono.

Students are given a variety of quiz questions in the form
of verbal, visual (graphics),
puzzles, matrix. Students are assigned to provide analysis
results and the answer in the form
of graphic explanation.

d) Role Playing Games in combination with Inquiry

This model was given the power to inspire creative thinking (lateral thinking), built the atmosphere is cheerful, joy, joy. One of scenario constructed as follows:

e) Project Assignment

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This model requires students; 1) Build a program and framework (preparation), 2)

Implement programs and frameworks built, 3) Able to evaluate and execute, 4) Generate the

final product. As can be seen from some of the work of the course nirmana trimatra below:

Tabel I. Matrix assessment novelty and gimmick value content of student works.

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Product

Materials

Gimmicks LevelNovelty Level

(1-4)

(1-4)

White cardboard 2

paper

paper

2

2

White cardboard

2

White straw

2

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----- 1-

White straw

Color cardboard

4

paper

Color cardboard

4

paper

International Conflict,», . ,

3

4

4

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Color cardboard

paper

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3

Matchstick

3 2

Matchstick

Matchstick

4

3

4

4

4

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Matchstick

Matchstick

3

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4

4

Matchstick

4 4

Matchstick 4

4

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Matchstick

Matchstick

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4

3

12] Technique

Mechanical delivery of content is done by outlining

teaching methods

based on class activities procedural;

a) Logical procedures aim to arouse or stimulate the thinking of students in receiving and processing the material with its phases.

Students are given input materials theory of creative thinking method comprising;

1) Vertical thinking methods, to teach students to think is the traditional way of thinking

Or logical. Think vertical view through the eyes of a reasonable- -solution of the

problem or situation and working through it, generally in the path chosen most

ordinary (common), then confronted with comparisons to the way of thinking laterally

and collateral.

2 Lateral thinking methods, to teach students to be able to find the key to thinking laterally.

Lateral thinking is a way of thinking through methods

that are not public in solving a

problem and tends to be ignored by logical thinking or an imaginative way of thinking

'out of the box'. (Bono E. d., 1970) So students capable of enriching materials case

studies case studies provided by the results of various concrete solutions. To teach

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students to think alternative with non-sequential fashion.

So that students can build the

originality of thought.

b) Data collection procedures, aims to train students to be able to make the structure and

data collection techniques methodatif corresponding stages are built.

c) Taxonomic procedures, aimed at helping students to be able to outline the relationship

and intersection of data based on the data according to the stages.

d) The evaluation procedures, aimed to help the students to

be able to evaluate and build a
the basic hypothesis based on the data that has been
collected.

Results obtained are that students can follow the outline of
teaching well by
involving interview On as many as quotations as a result of
the interview table below (based
on data record lectures in 2012:

Tabel 2. Matriks Kuotasi Balik

No. Student

Taxonomy Evaluation

I Inam Muslimin

Ronald Edy Tai

Data CollectLogic

I just to Based on the quiz I developed a Finally,
comprehend and questions about taxonomy based conclude
(hat the
understand as to the Chinese and on census data Chinese
people

what lateral the Japanese rice from the largest who ate
more

thinking that and caters. I replied the number of rice.

I'm interested in that the Chinese people to the
the question of eating more rice smallest Then 1

Quiz "The because based on narrow down

Chinese • and the data I have is and focus only

Japanese, both the Chinese on the two

Like to eat rice". Population is far countries.

The question is greater than the

who is at most ate Japanese

rice? "] said the

Chinese because

the Chinese

population more

than the Japanese

Why did I choose II already Initially I was one make
develop

understand bow to quandary answer alternative the 3IL~cr

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Reza Abdillah

Inn.

vertical then I then think that
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with
think out the box the questions and naming objects because
if the inn
thinking and] was
interested in
the
case study "A
man rode into
town on Monday.
He stayed
for
three
nights and
then left on
Monday.
How
Come?
and
my
answer is
that
could have
.
homeowner then
about
naming
Initially I found it In my minds: ,I In accordance
difficult to answer have to pinch with of my
the question that three empty glass delivery based
Was given to me. and led him to on my data with
have a name of refers to
name
the
Possible answers. opportunities
then my focus are virtually and the answer]
and underline the almost has in should pack the
word "Monday common with the house this week
that" I finally
concluded on the

keywords "name
of the day" so the
answer could
naming other
happened because of objects.

Monday is meant
is the name of the
have been
the keyword
naming
the
objects that
exist in 8 cities.

Then I created a
line
of other
objects
so I
came
to the
possibility
of
the
person's
name
or the
home of the
person or name
of
the
destination of
the man.

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of the
and
the
possibility of an
answer other than
my answer that
the hotel name.

Arriving home I the back three two alternatives should one

do SO

thought. I finally glass a fully or answers that I that my
answer has an answer to I should take a woke up. Then I to
shift three

the question glass and pour connect with the empty glass to
cups. Three fully three

"There are six evenly over the keywords
charged.

Empty. What one six glasses filled. The answer.

Based on my

keywords easily

specify the

actions that

I the rear glass is

empty realized then I fully charged so

all six three glasses so that all managed to find that

Glasses look full.

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glass filled? "

action all visible BUI I realized

with the word

"look" that is

indicative of a

keyword

danmenjadi about

It. I finally took

the first action

that shi Its the

empty glass 10

the rear three full

glasses. So, six

glasses filled.

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[3T Atmosphere

Building an a delightful classroom atmosphere is a proviso
that must be met for till'

Academic climate. On the other side of moderately upscale
atmosphere, ideal ~s run the uninterrupted process which
may interfere with other words, the atmosphere is quiet and
h'''

Parameters. Creative classroom atmosphere that is formed

from a creativity can help create: t
classroom environment that is more motivating, engaging,
and educational for students and
faculty certainly has no .paramncters regarding dynamic and
controlled. Atmosphere
question in this ease is the atmosphere of the learning
process.

Referring to the points [I], teaching methods, the obtained
quotations as follows

based on the impression of students:

No.

Student Perception

One learns Muslimin

Referring to the experience during the lectures. One like
the outer class (din:

observation method) room that when we go to the market

Pa'baeng-Baeng

and given the task to find a variety of permasalahan that
exist in the mark.

Because we can interact directly with the problems and
learn to think of the solution as we meet. As the case
placemark problems wi

chaotic spatial market. In that case of my think about how
so that visitors c:

directly access the market needs so no need twiddling
twirling, \$0 1 ak»

With my team initiated the project sign-Baeng Pa'Baeng
market system. I w

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also impressed with the nuances of a class as we work at the office design

agency. Serasa is already working professionals. (laugh)

1 Ronald Edy Tai) like the class of games. Because the materials submitted are many and

J

varied. Perhaps the experience I have gained will be different from those

obtained. for my younger siblings later because the professor is very-rich

material. The main thing is the more I can understand the problem easily with

a classroom atmosphere festive, free, full of laughter.

Joyous and most

importantly nondepressed. One of my criticism, if bias made or prepared the

book text.

I was most impressed with the madness-madness in almost all the programs

in each meeting, I wonder. what kind of classroom atmosphere for my

younger siblings later. Because after of my asked wondering seniors, he says

they are different experiences obtained.

3

Ronald Intro I was pleased with cause we were taught a class of grouping can exchange

opinions and learn to build a teamwork. TIIC main classroom atmosphere

was like a class of kindergarten, we made many patch, notes and post-it

as we learn how to build a procedure of taxonomic thinking, learning in

brainstorming and learning how to figuring out the conclusions and learning

to make our decisions. It's like if we were actually already working. I was

impressed with the rules students must wear a shirt, pants banned "Jeans".

Wearing a tie according to taste, wear perfume.

(Laughs) The impression was felt really at the office of design bureaus.

DISCUSSION

1. Associated with Learning Methods and Results of Assignment

During the implementation of the course in one semester of the current year IS programmed to apply the seven models of learning. Where in three programs synchronizing learning model implemented in the project assignment with two big task with the division of one project as part of a pre-requisite for the follow midterms CUTS) and I project as part of the pre-requisites to take the exam end of the semester (UAS). Development of a model by doing combinations learning model shows tile value of success.

Based on tile results achieved by applying a touch of novelty and gimmickry in any learning application as the goal, Retrieved works of student tasks that still have the power

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novelty and gimmickry saw from the works of a good assignment of (MK). Nirrnana Trimatra or from the course of design methodology. (see results point (Tabel 1. 2)

2. Assessment of Work Assignment

Students' ability to produce the works that have a value of novelty and gimmicks

Measured from the level of level of exploration by way of students to explore the shape o~

The considerable and do a similar search works as mode control over the authenticity of the value of their works, After confirmation and exploration references on the internet, students then conduct exploration activities to make corrections form. Further measures to do will.'

The exhibition asks the visitor to assess tile scale of the reference number I to number 4 (I - 4).

3. Techniques and Difficulty Master Moderators

a. Task I: the exploration of material (paper/cardboard)

with the treatment of scissors

slices, constraints infolding and locks. The level of

difficulty of this task lies in the

ability to the use of imagination coherence between

treatment techniques. Mostly

students having difficulties in formulating the techniques

locks and folding

technique. Another capability that measured students'

ability to organize the modules

into a pattern so that ability can be measured gimmicks.

b. Task U: exploration the plastic straw with scissors

treatment, slices, folding and

locks. The level of difficulty of task II lies in the ability of

the imagination to create a

module. and the ability to organize modules imaginative

forms. Another capability

that measured students' ability to organize the modules into

a pattern so that the

gimmicks.ability can be measured

c. Tugas II: the material exploration of the color cardboard

with a treatment technique

scissors, slices, folding and locks. The level of difficulty of

this task is evocative

gimmicks ability of students to produce alloys that

modular. Another capability

that measured students' ability to organize the modules into

a pattern so that the

novelty ability can be measured.

d. Tugas III: the exploration of techniques matchstick

pieces. The level of difficulty of this

task is to keep the rhythm and motion in the form of

compositions. This task includes

the hardest because it measures the ability of novelty, the

ability of gimmicks, ability

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to sense motion and ability level of patience and the ability

to detail that demands

foresight and very demanding sensitivity of taste.

....Atmosphere

Based on the responses of students during the lecturing outline expressed contentment and curiosity high. this happens due to the implementation of courses that demand high levels of difficulty each year programmed to increase the level of ability with the model and the type of task that is regularly updated and lecturing regularly evaluated results. The achievement of the expected is the increase the ability of students who continue to be measured based on the assessor's work and the comfort level of students in the learning

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Process. Surely that intended results have a direct impact to the students to follow the next lecturing materials that will be felt more easily. For the presentation of the curriculum do retrofit strategies at the basic level. This has an impact as well when the level in the subject of subsequent practice is raised so that the achievements of competence as superficial learning outcomes can be achieved.

CONCLUSION

Based on the discussion in the results and discussion suggests that the evocative the power creative thinking of students in the subject of design methodology as a subject theory with the advanced elements of novelty and gimmickry in organizing the material-arnteri lecture programs are applied in building construction program lecturing a profound impact on students' ability to following the practice course that requires high creativity, by reference to

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the work, values novelty and attractive.

There are three things that needed to be focused on supporting efforts to achieve are:

[1] Selection of appropriate learning methods and appropriate and are considered to have provoked the creative power which novelty through

engineering methodology gimmickry,
 [2] Results are measured and measurable either can be the
 basis of assessment of the level of
 success with innovations as a form of refreshment in the
 program the lesson plan is
 considered very successful and have a good impact on
 students, especially regarding
 ability to follow all the courses to achieve the level of
 achievement of graduates that

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competence in the field of DKV, [3] Responses well and
 enjoyable for students to become
 a measure to the lecturers to quantify level of success in
 conducting the courses they teach

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