## NOVELTY AND GIMMICKRY innovation IN ATMOSPHERE

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<td>Vocabulary enhancement</td>
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NOVELTY AND GIMMICKRY innovation IN ATMOSPHERE BUILDING

METHODOLOGY IN NIRMANA TRIMATRA AND
DESIGN METHODOLOGY LEARNING DESIGN OF
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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 gimmickry 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 me have serious creativity?" (Bono, Sep 1995)
In the academic world what the statement of de Bono's 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.

International Conference 1"
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 i Known as upload ideas or fail rcmbug (brainstorming).

Brainstorming is a method evocative basic ideas into a box that was collected in the wild but controlled through tile establishment Of basic patterns of keywords. Introduced by Alex Osborne which he used for the benefit 01 the industry engaged in the advertising industry is very detailing tile results very values novelty and gimmickry.

Students of Visual Communication Design (DKV) Faculty of Arts and Design (FSD) Makassar State University (U1JM) since formally established has introduced the method 01 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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International Conference ")
more interesting though is not to be important and have a
functional to a product but is
thought to enhance the sale value.
(http://iklaninstan.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. btp://www.ideou.com). a 
concept of leadership that is inspiring, flexible, expressive, 
assertive and visionary becomes 
the foundation for building a climate.  
Q}  
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International Conference 5;’  
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 [rom 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 [I], engineering  
is used as a measure related to the test methods class  
novelty and gimmickry that emphasize  
the atmosphere ..  
RESULT  
III Methods  
The teaching methods arc carried out in an attempt how to  
present an atmosphere or an  
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 (Il-:: 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

1 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
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)

~o
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

International Conference 7J

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 VII: 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

International Conference

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.

<table>
<thead>
<tr>
<th>Product</th>
<th>Materials</th>
<th>Gimmicks Level</th>
<th>Novelty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White cardboard</td>
<td>paper</td>
<td>2</td>
<td>(1-4)</td>
</tr>
<tr>
<td>paper</td>
<td>2</td>
<td></td>
<td>(1-4)</td>
</tr>
<tr>
<td>White cardboard</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White straw</td>
<td>paper</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Color cardboard</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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171
paper
International Conflict, » ,
3
4
4
172
Color cardboard
paper
International Conference 7” ~
3
Matchstick
3 2
Matchstick
Matchstick
4
3
4
4
4
~
173
Matchstick
Matchstick
3
International (11/11, I. II.
4
4
Matchstick
4 4
Matchstick 4
4
174
Matchstick
Matchstick
International Conference 7
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 tile 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

b) Data collection procedures, aims to train students to be able to make the structure and data collection techniques metodetatif correspondence-ponding 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
International Conference 7}

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. ~ 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.
177
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.
International Conference )y
[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 parameters regarding dynamic and
controlled. Atmosphere
question in this case 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 permaslahan 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 I ak»
With my team initiated the project sign-Baeng Pa'Baeng
market system. I w
International Conference 7)~
also impressed with ihc 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, J 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
Ranald Intro I was pleased with cause we were taught a
class of grouping can exchange
opinions and learn ten 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 the build a procedure of taxonomic
thinking, learning in
brainstorming and learning how to figuring out the
conclusions and learning
to make u 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 10 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

International Conference novelty and gimmickry saw from the works of a good assignment of (MK). Nirnana 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 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 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 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-arnerti 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 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

International Conference 5
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

ACKNOWLEDGE
Appreciation and recognition for the committee who give the loading of this article..

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