

Impact of Visual Communication Design Study Program Curriculum Content on Consideration of Student Career Plans and Future

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Abstract. Self-competence is considered in career planning and the future of UNIKOM visual communication design study program students, at the final level. Influenced by external and internal factors, this condition encourages students to overthinking, not focusing on the impact on their college activities, a small part is disturbing to the point of requiring counseling and psychologist therapy. This article seeks to find out students' self-understanding of future career plans, their relationship with curriculum content; the subject of the courses given in the visual communication design study program. With a qualitative approach, data were obtained through questionnaires and interviews with 106 students as case studies, structured data were analyzed descriptively. The results showed that 60% of students have good career planning skills, the careers chosen according to their core competencies include graphic designer and illustrator, photographer, videographer, content creator, visual game, animator, UI / UX Designer, and / or 3D modelling, 30% of students have the ability to plan a career as an entrepreneur, and 10% of students are still indecisive. Internal and external factors have a big influence on the understanding of interests, talents, personality, and lifestyle that support the career plan that will be pursued. In general, the curriculum content in the current study program provides freedom of choice for students to choose what they like, specific skills will be pursued through individual self-development, and educate them to be independent. The current curriculum opens up opportunities for students to be prepared for the uncertainty of careers and the future.

Key word: curriculum, design, visual communication design, student, future

1. Introduction

The curriculum specifically in the world of education functions as a reference in educating, because each institution presumably has a vision and mission and goals for the graduates produced. The curriculum becomes a conceptual framework for education implementers to be able to work, and implement the vision, mission and goals of the institution. This applies to all educational institutions in any field of science, including in the fields of socio humanities, art and design.

Visual communication design science has a fairly broad scope. Along with the development of technology and media, the usefulness of this science penetrates into various platforms and lines of community life. In that case, skills and proficiency in using technological tools become quite important, both mastery of hardware and software. However, hard skills and soft skills, especially creativity, are no less important, given the increasingly fierce competition in the world of work, in addition to being the basis of thinking, through creativity humans will have creative adaptability and imaginative expertise, so that they are able to find problem solving in a new way in following the changes that occur, which will continue to move, especially in this era of globalization [1].

Visual Communication Design study program Universitas Komputer Indonesia (undergraduate program) currently in its curriculum offers a variety of specialization options through various subjects. There are no specialization classes specifically, general courses are offered and introduced to students as a provision. Various scientific fields are studied ranging from graphic design, information design, brand, and advertising, commercial and social campaigns, illustration, comics, photography, packaging, advertising, games and multimedia, animation, cinematography, and broadcast. This is different from similar study programs at other public and private universities, they apply a curriculum with certain specializations, especially in years 2, 3 and 4. Students are given a choice of specialization and study the field they are pursuing specifically in their group of expertise.

In actualization, this form of specialization has become a topic of discussion that is quite debatable, both among institutional leaders, accreditation assessors, among lecturers and especially students. Choosing a major that suits their interests and talents is an ideal decision for students who have found their path and potential, but the uncertainty of the future for them becomes a challenge and thought, whether they should be consistent in the path they are interested in or not. Idealism and pragmatism become topics of inner struggle for themselves. This research will discuss the impact of the curriculum on students' future career considerations. The purpose of this study seeks to determine students' self-understanding of future career plans, its relationship with curriculum content; the subject of the courses given in the study program. This will be useful as material for evaluating the study program regarding the curriculum, as one of the references in curriculum rejuvenation activities. In addition, it is useful to know the existing conditions of self-understanding of career and future considerations of students.

Research on curriculum conducted by Edelson [2] discusses 5 challenges in the implementation of inquiry-based learning and presents strategies to overcome them through technology and curriculum design. The researcher presents a design history of 4 generations of software and curriculum, to show how these challenges arise in the classroom and how design strategies respond to these challenges. Fredman and Stuhr [3] made research related to the challenges of art education curriculum in the era of visual culture in the 21st century, this research outlines the changes in art education in the context of the expansion of the visual culture area and to theorize curriculum change. Kress presents research on thinking about the relationship of curriculum, its goals and forms, with the future social and economic environment, from the point of view of communication science [4]. Another research discusses the design of SDF (Signed Distance Function) in architecture through experiments, and proves that there is a much better shape reconstruction and can be utilized in the training of various 3D shape methods [5]. In other fields of science, research addresses curriculum design and course development, highlighting some of the main approaches and current trends in medical and health education [6]. Other research focuses on curriculum and assessment, assembled in the book Curriculum studies to provide a scholarly and authoritative debate on current curriculum issues [7]. Through this description, it can be seen that curriculum studies are important in the world of education, many similar studies show how curriculum considerations in education are very important issues. Visionarily, this research is often used as an evaluation material, and then updates are made so that optimal educational goals can be achieved.

2. Methods

This research is a case study research with a qualitative approach, aiming to describe, compare and evaluate phenomena in the field about the curriculum and its impact on students' future career considerations [8]. Data obtained through a questionnaire containing questions about future career plans with research subjects from Visual Communication Design students of Universitas Komputer Indonesia level III with a total of 106 students. The questionnaire questions are divided into 2 categories, namely choice and descriptive questions. The data is then analyzed descriptively and presented as a discourse material for discussion about the curriculum. The curriculum material is obtained through desk research studies on existing documents. These two data will be juxtaposed to get a curriculum evaluation, as a thought for stakeholders and especially curriculum planners. Although not as the main input, it is one of

the perspectives in considering curriculum design, and some researchers even suggest that students can contribute and actively participate in curriculum design [9].

3. Discussion

Curriculum, broadly defined as the overall student experience that occurs during students in their education /study. Derived from Latin, the term is specifically interpreted as a planned teaching sequence, or a view of the student experience in relation to the teaching objectives of the educator or school [2]. The curriculum conservatively acts as a transmitter and interpreter of social heritage for the younger generation, evaluatively the curriculum participates in social control and emphasizes critical thinking elements. In the review of curriculum creativity, it plays a role in carrying out various creative and constructive activities, in the sense of creating and compiling something new according to the needs of society in the future [9]. The curriculum in its actualization brings together planned student interactions with instructional content, materials, resources, and processes to evaluate the achievement of educational goals. [10] The curriculum presents an adjustment function; adaptation of individuals to society, integration function; integration of individuals as part of society, differentiation function; differentiating services for society, so that social stagnation does not occur, preparation function; preparation for continuing study, selection function; curriculum provides options for differences in interests, and diagnostic function; form of student awareness of their potential, both deficiencies and strengths. [10]

The higher education curriculum in Indonesia often changes. This change is synergistic with changes in political power and government policies, as well as the situation that occurred at the time of the curriculum's enactment. In 2020, the Merdeka Belajar Kampus Merdeka (MBKM) curriculum was implemented, which was launched by the Indonesian Minister of Education and Culture Nadiem Makarim of the Advanced Indonesia Cabinet of the Joko Widodo Era [11] This curriculum aims to expand education and teaching that is not limited to the classroom. Students can learn to gain knowledge outside of formal classes, such as internships in industry, setification programs, student exchanges, field service and others. This curriculum applies to all study programs or departments at the higher education level that are ready to follow it. Visual communication design is a branch of design science that studies communication speech through text, visual objects / images so that messages can be conveyed in an attractive, effective and efficient manner. The term visual communication design in Indonesia is a form of development of graphic design science, which this term in its history is considered unable to represent the development of technology and media, because the term graphics in Indonesia is synonymous with printed media. Visual communication design in its term represents all forms of media that display both static and moving images, text, or sound, such as movies, animation, games and multimedia, as well as other digital media.

The development of media and technology today requires human resources who are ready for rapid change, meaning that a high enough adaptive power is needed in order to survive. The science of visual communication design is now developing towards a broader direction, the development of the creative industry, the discovery of new technologies, associations that house designers, increasingly diverse professional demands require competent resources that can accommodate market desires. Inevitably, various educational institutions offer curricula that are synergistic with this. In DKV itself, the term new media emerged, namely new media that accompanied the spirit of the times and developing technology. Digital animation, game design, apps, interactive video mapping, virtual reality, augmented reality, 360o video, artificial intelligence, etc., are some examples of new media today, a form of media and technology development that requires resources from the field of visual communication design. New media expertise requires students to learn the art of processing messages in contact with technology [12].

The curriculum of the Visual Communication Design Universitas Komputer Indonesia study program, refers to KKNI, which is a curriculum based on competency standards based on the Indonesian National Qualifications Framework, the curriculum is adjusted to the vision and mission of the study program and also the university. The 2021 curriculum has undergone 3 rejuvenation, this step is taken

in order to produce graduates who can adapt to the spirit of the times. This curriculum presents 52 subject courses 144 credit courses, which consist of a variety of specializations, both theory and practice, soft skills and hard skills. Here are the details (table 1):

Table 1. Curriculum of Visual Communication Design Study Program (Undergraduate Program)

No.	1st Semester	Credit
1	Basic Computer	2
2	Drawing I	4
3	Nirmana I	4
4	It Computer Application	2
5	Creative Studies	2
6	Design And Technology	2
7	Religion	2
	Credit	18

No.	2nd Semester	Credit
1	Computer Application Vector Illustration	2
2	Drawing II	4
3	Nirmana II	4
4	Computer Application Image Editing	2
5	English	2
6	Civics & Pancasila	3
7	Indonesian Language	2
	Credit	19

No.	3rd Semester	Credit
1	Visual Communication Design Studio I	4
2	Typography I	3
3	Illustration I	3
4	Photography I	3
5	Print Technique	2
6	Computer Application Page Layout	2
7	Process Of Communication	2
	Credit	19

No.	4th Semester	Credit
1	Visual Communication Design Studio II	4
2	Typography II	3
3	Illustration II	3
4	Photography II	3
5	Computer Application Film Editing & Visual Effect	2

6	Design Review	2
7	Psychology Of Perception	2
Credit		19

No.	5th Semester	Credit
1	Visual Communication Design Studio III	4
2	Cinematography I	3
3	Copywriting	2
4	Multimedia Animation I (3d Basic)	3
5	Research Methods	2
6	Entrepreneurship	3
7	Media Communications	2
Credit		19

No.	6th Semester	Credit
1	Visual Communication Design Studio IV	5
2	Cinematography II	3
3	Interactive Multimedia I	3
4	Design And Sociology	2
5	Multimedia Animation II(3d Advance)	2
6	Job Training	2
7	Optional Courses I	2
Credit		19

No.	7th Semester	Credit
1	Visual Communication Design Studio V	6
2	Interactive Multimedia II	3
3	Computer Application 2D Animation	2
4	Design Research	3
5	Visual Language Studies	2
6	Optional Courses II	2
Credit		18

No.	8th Semester	Credit
1	Final Project / Thesis	6
2	Visual Communication Design Professional Ethics	2
3	Hardware	3
4	Design Management	2
Credit		13

Election Course

No.	Even Semester	Credit
1	Comics Illustration	2
2	Advanced English	2
3	Packaging Visual Design	2

No.	Odd Semester	Credit
1	Media Design (Merchandise)	2
2	Creativepreneur	2
2	Design Presentation	2

To find out the field phenomenon related to the consideration of future career plans, a questionnaire was conducted which contained questions related to the motives for choosing a major, career decisions chosen after college, fears & obstacles, knowledge of strengths and weaknesses, skills possessed, experience, and preparation after graduation. Table 2. Showing the personal data of the questionnaire respondents and table 3. contains the results of the questionnaire filling data totalling 106 students

Table 2: Respondent

	Respondent	Amount	Percentage
Gender	Male	80	75,5%
	Female	26	24,5%
Class	2018 Semester V		
Study Program	Visual Communication Design -Universitas Komputer Indonesia	106	100%

Table 3: Respondent Questionnaire Data Content

Purpose of choosing visual communication design	80 out of 106 students understood their interests and talents by filling in the purpose of choosing visual communication design to hone their skills. 16 out of 106 students understand that entering visual communication design is something cool. 10 out of 106 students do not understand the interests and talents of entering visual communication design
Determination of the career field of Visual Communication Design students	60 out of 106 students have interests and talents in becoming graphic designers and illustrators. 12 out of 106 students have the interest and talent to become Photographer and Videographer and/or Editor. 8 out of 106 students have interests and talents to become content creators. 4 out of 106 students have an interest and talent in becoming a UI/UX Designer. 6 out of 106 students have an interest and talent in becoming a game Visual and Conceptor and/or 3D modeling. 10 out of 106 students have interests and talents to become business managers. 6 out of 106 students do not have a career field outside or within the scope of visual communication design.
Fear in Career	80 out of 106 students have fears about self-confidence, namely about skills that are not mature or do not yet have which will become competition in the world of work. 20 out of 106 students have fears about employment needs. 10 out of 106 students have fears about work experience. 4 out of 106 students have fears about social support, either from parents or the work environment. 4 out of 106 students have no fears
Disadvantages and Advantages	94 out of 106 students already know their own strengths. 12 out of 106 students do not know their own strengths. 102 out of 106 students already know their own shortcomings. 4 out of 106 students do not know their own weaknesses.

Skills that are honed	82 out of 106 students have skills that are honed in the scope of Visual Communication Design. 12 out of 106 students have no skills that are honed from outside or the scope of Visual Communication Design. 12 out of 106 students have skills that are honed from outside Visual Communication Design, such as cooking, mechanics, and public speaking.
World of Work	64 out of 106 students have participated in job training programs to hone skills or add insight outside or the scope of Visual Communication Design. 70 out of 106 students have found out about the world of work. 36 out of 106 students have not found out about the world of work.
Work Experience	60 out of 106 students already have work experience. 46 out of 106 students do not have work experience.
Organization	34 out of 106 students have an understanding that joining organizations during college is important for career paths. 60 out of 106 students still do not know whether or not organizations have a big effect on the career realm. 12 out of 106 students have an understanding that joining organizations is not important for career.
Selection of Work Experience	96 out of 106 students chose any job for work experience. 10 out of 106 students choose to only accept jobs if they are still within the scope of Visual Communication Design.
Preparation for future career fields	80 out of 106 students understood their interests and talents by filling in the purpose of choosing visual communication design to hone their skills. 16 out of 106 students understand that entering visual communication design is something cool.

From the results of filling out the questionnaire, many argue that in planning a career it is necessary to have a skill or ability of interests and talents that are more directed and organized to pour them into the industrial world. As many as 10% of students did not find their purpose in entering Visual Communication Design, 30% of students have examined in advance the respondent's readiness to study, especially in the Visual Communication Design study program of Universitas Komputer Indonesia, the interests and talents of the respondents consist of a hobby of drawing or an interest in the world of design, and 60% of students have examined in advance the readiness to enter further education, students have prepared themselves to choose Visual Communication Design because they see great career opportunities in the world of design, they chose as students because of the need for a degree or broader knowledge that they would eventually become a designer, based on the results of filling out a questionnaire as many as 80 students out of 106 students have agreed that they honed the skills they had brought before entering Visual Communication Design, but as many as 16 students agreed that they did not know why they entered this study program, because they did not know the reasons or demands of others.

In a study of 106 students, 20% of students thought that manual learning such as drawing, *nirmana* and so on was not needed because they pursued digital design and 80% of students agreed to start the first step by making manually because it honed their foresight and skills, not a few students who finally found the talent to become an illustrator or graphic designer from manual learning until finally digital. From the questioner there are several factors that influence career planning, such as:

1. Community life and the environment, 4 respondents agreed that there were factors from social support such as influence from family, friends and education, support provided by the family in the form of costs, prayers, and guidance regarding future images, but there were also respondents who said that in their career planning they did not want the intervention of others including their families, they only needed support provided by educational institutions such as science as a basis, training programs, knowledge of ethics and morals.
2. Self-confidence, 60 respondents agreed that the skills they gained from their own learning or learning that was followed in college needed to be honed more deeply because of course there were many competitors who were ready to enter the industrial world.

3. Employment, 30 respondents agreed that there was a sense of worry that the employment needs available out there were getting more or less, and they agreed that it was necessary to have skills that could lead respondents to plan their careers where to go, the factor that influenced self-confidence in employment according to 15 respondents was work experience.
4. Then from the 3 points that influence the students, there is a reevaluation to self-understanding that needs to be processed or processed with external assistance and self-readiness because in filling out the questionnaire students know more about their own shortcomings than their own strengths, this indicates that many students still lack confidence or confusion about what they will do for career planning.

Broadly speaking, the results of the study reveal that showing self-understanding and being able to link interests, talents, personality, and lifestyle by showing the results of 60% of students have very high career planning abilities in the scientific field of Visual Communication Design, 30% of students have career planning abilities outside the scientific field of Visual Communication Design such as business managers and 10% of students have very low career planning abilities. Students with high career planning have been able to assess themselves, understand themselves, existing talents and interests, and are confident in their abilities. Students with high career planning have also prepared their career plans by adjusting their abilities and talents and interests. Preparing career plans by starting to participate in programs or activities that will support and adjust to their interests and talents.

Then students who have moderate to low careers need self-control or self-awareness about what interests and talents they are finally looking for. But it does not rule out the possibility that students finally find interests and talents in the learning process either from external or internal factors. Basically, all the answer decisions chosen by students are also inseparable from the fact that they have the knowledge gained during lectures. Numbers specifically show students' confidence in their knowledge and abilities, which of course cannot be separated from the learning process obtained during college, curriculum design is very influential in this regard.

3.1. Curriculum Evaluation

The curriculum of the study program offers a variety of expertise, in the course content there are selected materials that are important for students to recognize. As for the shortcomings of the current existing curriculum;

- The curriculum cannot accommodate the specific knowledge of scientific fields in visual communication design
- Specific skills must be pursued by students outside, independence is required to develop their skills.
- The curriculum does not synergize with the current facilities.
- It is possible that some students are confused about what options are suitable for them.

Advantages of the current curriculum:

- Students have more diverse knowledge and skills
- With the current curriculum, students have wider opportunities to choose and develop what they are interested in.
- There is readiness to face the challenges of an uncertain future, thus have a richer experience of the world of design
- Their mastery of technology allows them to be able to work on a variety of design projects.
- With the existing curriculum, students are more independent to try new things and then find what they like, so that they are familiar with the various types of careers and jobs available later.

Currently, media and technology are developing so rapidly that mastery and basic logic of technological knowledge is something that is needed, even Amiri [13] suggested that the concept of programming as an artistic practice and 'programming as design' would be more suitable for the art and design curriculum.

Through the above description based on the questionnaire results, the existing curriculum is considered to be able to accommodate their expectations and needs for their future careers. The future is something uncertain, opportunities and opportunities do not always match the expectations of graduates, therefore adaptive students are needed with varied abilities that are able to answer challenges. A good curriculum is of course a curriculum that provides the ability for students to be ready to face a future full of uncertainty. [14] Strong mental provision and a good spirit of creativity are supporting assets so that students can succeed.

4. Conclusion

The current Visual Communication Design study program curriculum is designed for the benefit of students to adapt to the world of work in the future, this curriculum presents a variety of choices and specializations so that students can negotiate with environmental conditions and themselves to choose whether to become an idealist or pragmatist. Economic, social, cultural and technological developments require a person to have a character that is able to adapt to the times. So that a curriculum is needed that is able to answer these challenges, and all the shortcomings and advantages will become strengths and weaknesses, depending on how the individual's thinking overcomes this.

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