

Implementation of Project Based Learning Model to Improve the Quality of Visual Communication Design Learning Through the Collaborative Program of Design Development and Branding Tourist Destinations in Kuningan Regency of West Java Province

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Abstract—This study aims to develop a visual promotion design and branding of tourist destinations in Kuningan Regency. In implementation, the Study Program has integrated into the implementation of the 2018 Curriculum. All relevant courses are directed contextually, thematically, and integratively (Permendikbud No.3 of 2020). The study program organizes the learning plan in an integrated theme with the theme "Learning Based on Project Design and Branding Development for Tourism Destinations in Kuningan, West Java". All students of class 2018 in semester 4 (four) as research samples and lecturers who manage study program courses in that semester work collaboratively. Learning that contains practicum in real fields begins with pre-research: problem identification and data collection in eight tourist destinations in the Kuningan Regency, West Java, which are the focus of design development. This study uses a qualitative output approach in the form of an innovative project-based learning model, as well as learning outcomes in the form of videography, photography, and other visual promotions. The results of the implementation of this learning are an effort to improve the quality of learning and strengthen competence in the Visual Communication Design study program, FPSD, Universitas Pendidikan Indonesia.

Keywords—learning, project-based, contextual, thematic, integrated

I. INTRODUCTION

The success of tourism development in an area is closely related to the development of a destination image rooted in the branding and promotion efforts carried out by the tourist destination management [1]. Destination branding is an effort to differentiate one destination from another and an effort to

convey the promise of a unique unforgettable travel experience involving all stakeholders [2,3]. The existence of tourist destination branding empirically contributes positively to tourist visits which lead to an increase in tourism sector income in an area [4].

The tourism sector is a sector that has the potential to provide income for Regional Original Income (PAD) and is able to provide a multiplier effect for the development of other related sectors, such as agriculture (flowers, fruit, fisheries), the handicraft industry, trade (culinary, restaurants), and services (lodging, tour guides, transportation), and so on. Therefore, it is hoped that the development of this sector will increase the economic income of the community, especially those who live around these tourist areas. Tourism development in each region gets priority because it is in line with the improvement of community welfare.

Likewise, in West Java Province which has beautiful nature, beaches and mountains, and culture. As in Kuningan District, which has a charming diversity of natural potentials. Kuningan Regency, which is geographically located at the foot of Mount Ceremai, has many natural tourist locations that are very proud of, and can compete with other areas in West Java. To introduce Kuningan Tourism, it is necessary to develop attractive publications and marketing through various visual communication media. In this digital era, this communication medium is visual, both graphic and / or multimedia media can be used as the main media. Visual communication media is basically a persuasive communication procedure in an effort to generate attention, interest / interest, desire, and move someone or many people to carry out activities so that Kuningan tourism

can generate attention, interest, desire, and move people to visit the area.

In the context of developing Kuningan tourism, the Visual Communication Design Study Program of the FPSD University of Pendidikan Indonesia has a moral and academic responsibility as a university in West Java to be able to collaborate and contribute. The objectives of this research are: 1) to find and implement the Project Based Learning learning model in the Integrated Basic Visual Communication Design course; and 2) to apply the basic science of Visual Communication Design in the Design and Branding Development Project of Darma Reservoir as the main tourism destination in the Kuningan Regency.

A similar research was conducted by I Priatna, Putrama, and Divayana with the title "Development of E-Module Based on Project Based Learning Models in Videography Subjects for Class X Students of Visual Communication Design at SMK Negeri 1 Sukasada". The results of this study revealed that: (1) the results of the design and implementation of e-module based on project-based learning models in videography for class x students of visual communication design at SMK Negeri 1 Sukasada were declared successful based on several tests carried out; (2) the results of the teacher response data analysis showed very positive results. Meanwhile, student responses to e-module development are also included in the very positive category [5]. If the research is more aimed at developing e-modules in the subject of videography, then in this study the authors want to find and implement the Project Based Learning learning model in the Visual Communication Design course in the Design and Branding Development Project of Darma Kuningan Reservoir tourism object.

II. LITERATURE REVIEW

A. Project Based Learning

Padiya in Tinenti, states that "The PBP model is a learning model which in its implementation can teach students to master process skills and their application in everyday life so as to make the learning process meaningful" [6]. "This learning model is an innovative learning model that involves project work where students work independently in constructing their learning and accumulating it in real products" [7].

The concept of project-based learning is basically learning that uses projects as a medium to develop competency in attitudes, knowledge and skills in a comprehensive and integrated manner. The output of the activity is a product that is produced using a scientific approach, starting from identifying and formulating problems, collecting data, and solving these problems through in-depth data analysis. The product in question is the result of a project in the form of goods or services in the form of designs, schemes, papers, works of art, works of technology / crafts, and others. In the application of Project Based Learning, students are expected to practice planning, carry out activities according to plan, and display or report the results of activities orally and in writing.

Practical courses in the Visual Communication Design Study Program cannot only be carried out in the classroom or laboratory because design problems are problems that arise from human needs in a sociological context. If learning is only in class, there will be no realistic experience in understanding the real problem. As written in the Buck Institute for Education, the Project Based Learning Model is a systematic learning method that involves students in learning knowledge and skills through a structured process, real and accurate experiences to produce products [8]. In fact, in its implementation, freedom of thought related to the content or learning material will be demanded [9].

Project Based Learning learning model was originally developed by The George Lucas Education Foundation and Dopplet, with learning steps based on several phases as follows [10]:

- Determining the basic questions (start with essential question).
- Prepare a project plan (design project).
- Develop a schedule (create schedule).
- Monitor students and project progress (monitoring the students and progress of the project).
- Assess the results (assess the outcome).
- Evaluating the experience.

B. Tourism

Smith in Suwena and Widyatmaja, provides an understanding of the concept of tourism and pleasure [11]. Everyone is active in visiting tourist sites to get psychological pleasure. The tourism sector has developed into a new type of industry capable of accelerating economic growth and providing employment opportunities, increasing income, living standards, and stimulating other productive sectors. As a complex sector, it certainly has an impact on the growth of classical industries, such as the handicrafts, souvenirs, lodging, and transportation industries.

Tourism in each region is developed as part of a sustainable regional development program that has an impact on improving the welfare of the surrounding community. Tourism development includes the development of tourist destination infrastructure, and its superstructure such as supporting culture, as well as marketing management and attractive visual promotions. In this effort, collaboration between competent institutions is needed in developing this tourism sector, for example in the development of visual promotion and branding of tourist destinations.

C. Visual Communication Design and Branding

Visual communication design is a representation of the socio-cultural life of society because it is a product of the values that prevail at a certain time. According to Widagdo in Tinarbuko, visual communication design in the modern sense

is a design that results from rationality based on pragmatic science [12]. "Visual communication design can be categorized as an effort to solve problems (communication, or visual communication) to produce a new design among new designs" [13].

Visual Communication Design is also manifested in multimedia. Therefore, it is often called multimedia design. Interactive multimedia design skills are studied in the context of display / presentation and complement visual communication design. The scope of creative work for interactive multimedia design includes: 2D and / or 3D animation, and motion graphics, photography, videography, soap operas, audio visuals, television programs, bumper out and bumper in television shows, documentary films, feature films, video clips, web design, and interactive CD. The design concept departs from a concept to solve problems (needs) through forms, materials, techniques, forms, uses and functions expressed in forms and images. Meanwhile, Munaf, Pesik, and Berawi explain the stages of the design process, namely as follows [14].

- **Defining:** This stage includes the process of setting goals and objectives (client brief), identifying problems, new and fresh approach to problems, problem conditions, and determining problem boundaries and assumptions.
- **Research:** Consists of the process of gathering information / facts, data collection of aspects of clients and users, lists of perceptions, visual diagrams, analyzing and categorizing information, analysis techniques: idea sketches, matrices, pattern search and categorization.
- **Ideas:** Deep understanding: precise solutions and lots of ideas, looking for creative ways, innovative and quality concepts, choosing the most appropriate design options, results: functional and attractive solutions.
- **Development:** Development of sketches, use of artistic abilities, designs are selected and implemented, processes involve concept phase and design phase, output: visual form.
- **Implementation:** Executes the selected idea and gives the design a physical form, communicates the idea into a presentation, the strategy gets the final approval from the client.

One of the fields of study in Visual Communication Design which is very important in the design of visual media is branding. Kotler argues that branding is the provision of names, terms, signs, symbols, designs or a combination of these, which aims to identify goods or services or groups of sellers, as well as to distinguish important goods or services [15]. On the other hand, Landa states that "now the term brand has developed, from just a brand or trade name of a product, service or company, which is related to the visible things of the brand, such as trade names, logos or other visual features; now

also means image, credibility, character, impressions, perceptions and assumptions in the minds of consumers" [16]. The concept of branding can be interpreted narrowly or broadly.

In designing branding, it is necessary to pay attention to the elements, namely, a) Name (brand); b) Logo (logo type, monogram, flag); c) Visual appearance (product design, packaging design, uniform design, etc.); d) Spokesperson (co-founder, mascot, company figure, famous person); e) Sound (thematic song, sound icon); f) Words (slogans, taglines, jingles, acronyms).

Branding is classified into several types, namely: a) Product Branding: aims to encourage consumers to prefer branded products over competitors' products; b) Personal Branding: is a marketing tool used to promote the name of a public figure, for example politicians, musicians, celebrities, and others. That way the public figure will get a good image in the eyes of the public; c) Corporate Branding: is to improve the reputation of a company in the market, covering all aspects of the company from the products / services offered to the contribution of their employees to society; d) Geographic Branding: aims to bring out a picture of a product or service when the location name is mentioned by someone; e) Cultural Branding: aims to develop a reputation regarding the environment and people of a particular location or nationality.

Branding has four functions, including: a) as a differentiator (identity); b) promotion and attraction; (c) building image, confidence, quality assurance, and prestige; (d) market controllers.

III. RESEARCH AND DEVELOPMENT METHODS

This research uses a qualitative approach. This approach is expected to be able to process behavioral data (attitudes, skills, and knowledge) in the learning process, including data on learning outcomes in the form of visual communication design work, both in the form of graphic and / or multimedia designs. Qualitative data analysis developed descriptively will be presented in the narrative of the research results, both in the form of processes and learning products.

A. Location and Time of Research

The research location can be classified into two stages. For data collection and problem identification, the research was conducted in tourist destinations managed by Perumda Aneka Usaha (PAU), Kuningan Regency. As for the data processing, it takes place on the campus of the Indonesian Education University. Meanwhile, the time for data collection was carried out in the range of February-March 2020, and data processing in April-June 2020.

B. Research Subject

The sample in this study were all students of class 2018 in semester 4. Students were divided into eight study groups. Each group consists of nine people who work collaboratively in

teamwork, with a focus on tourist locations that will be developed as research subjects. The following are the eight study groups.

- Darma Reservoir Group.
- The Leuweung Monyet Cibereum Group.
- The Balong Dalem Group.
- The Balong Ikan Dewa group.
- Cibunar Group.

- Talaga Remis Group.
- Talaga Nilem.
- Cipaniis.

C. Data Collection Instruments

The instruments used in the application of Project Based Learning used observation sheets, interviews, videography techniques, and photography. The instrument is designed by following the steps in implementing this learning method, namely:

TABLE I. STEPS OF APPLICATION OF LEARNING METHODS

Steps	Description
Step 1: Project determination.	Students and lecturers determine the theme / topic of the project "Development of Design and Branding of Tourism Destinations."
Step 2: Designing project completion steps.	Lecturers facilitate students to design steps for project completion activities and their management.
Step 3: Preparation of project implementation schedule.	Lecturers provide assistance to students in scheduling all activities that they have designed.
Step 4: Project completion with facilitation and lecturer monitoring.	Lecturers facilitate and monitor students in carrying out project designs that have been made.
Step 5: Preparation of reports and presentation / publication of project results.	Lecturers facilitate students to present and publish their work.
Step 6: Evaluation of project processes and results.	Lecturers and students at the end of the learning process reflect on the activities and results of project assignments.

D. Research Flowchart

The visual communication design methodology can be seen in Figure 1

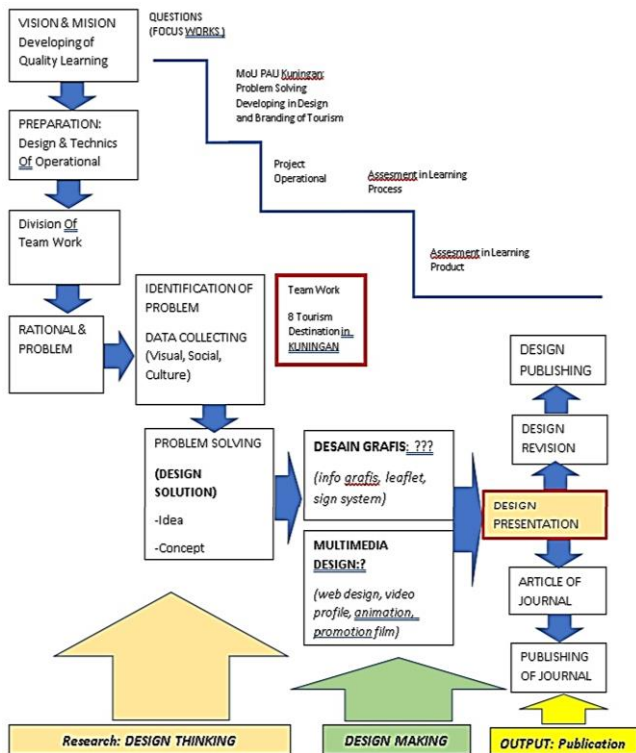


Fig. 1. Visual communication design methodology.

IV. RESULTS AND DISCUSSION

A. Implementation of Project Based Learning Model

Kuningan Regency has many natural tourist locations that are very proud of and can compete with other areas in West Java. However, if it is examined further, the aspect of managing tourist objects in Kuningan is less than optimal due to the lack of publications or infrastructure with minimal visual content. To introduce Kuningan tourism, it is necessary to develop attractive publications and marketing through various visual communication media. In the context of developing Kuningan tourism, the Visual Communication Design Study Program of the FPSD University of Education of Indonesia has a moral and academic responsibility as a university in West Java to be able to collaborate and contribute.

One of the efforts is to encourage students majoring in Visual Communication Design to conduct research to find various problems as well as provide solutions related to these attractions with the Project based learning (PBL) learning model. PBL is used as a learning model because this model is considered to allow students to develop their creativity in designing and making projects that are useful for overcoming existing problems, including encouraging the development of leadership for teachers [17]. PBL which is applied through real cases is a better model than the learning process in the studio in the visual communication design learning cycle [18].

Project-based learning is based on constructivism theory and is student centered learning. "The learning process through

Project Based Learning allows teachers to learn from students and learn with students" [19].

1) *Fundamental question determination:* Students of Visual Communication Design, Indonesian Education University, class 4, semester 4 who take Basic Visual Communication Design courses and DKV Production Methods are divided into eight groups. Each group consists of nine people. After the group was formed, they were assigned to determine a tourist attraction in Kuningan to be studied. To apply the PBL learning model to the two subjects, students are required to answer some basic questions that are focused on group projects, as follows:

- How is the tourism problem in Kuningan especially in the eight tourist objects?
- How to improve the quality of the visual promotion media in the eight tourist objects?
- How to develop visual branding on the eight tourist objects?

2) *Develop project planning and schedule:* After being able to answer the three basic questions to determine the rationale and formulation of research problems, students identify problems by collecting data by means of field observations. This field data collection aims to directly observe the visual, social, and cultural aspects of the selected tourist objects.

Data collection by the study group was carried out for two days. In order to obtain valid and accountable data, in accordance with the form of qualitative research and the type of data source used, the data collection techniques in implementing this project were carried out by means of observation, interviews, recording images, and discussions.

3) *Monitor student and project progress:* After the field observation process has been completed, students must combine the results of the data found with literature studies, especially to study history, and to explore in-depth information about these tourist objects. At the end of the lesson each group made a presentation in a class discussion about the results of field data collection. This is an evaluation of data displays, data categorization, data reduction, and data verification. During the data processing and preparation of presentation material, the learning process related to the provision of lecture material and work guidance was continued by the lecturer for one semester. The data processing of each group was carried out under the guidance of lecturers through consultation.

In the data processing stage, students carry out a problem-solving process by finding design solutions related to ideas and concepts that give birth to works. Works can be in the form of graphic info, leaflets, sign systems, brochures, mascots, souvenirs, etc. which are graphic design products. In addition, works can be in the form of multimedia designs such as web designs, profile videos, or promotional films for tourist

attractions. The type of work is adjusted to the findings of problems in the field.

4) *Result assessment and experience evaluation:* One of the goals of the design percentage is to determine the progress of the project and to find out whether there is a product design that must be revised before publishing the design, which is reviewed from other team work responses and lecturer assessments. The assessment is determined from the mastery of the material and the suitability of the product as a solution to the problem of a tourist attraction.

In addition to design presentations, assessment of learning outcomes is carried out through design exhibitions (work fairs). Lecturers curate works and guide students to prepare displays of works in exhibitions. Graphic and / or multimedia design products that have been presented, revised, and approved by the lecturers are made into a finished product to be exhibited. On the day of the design exhibition, students are asked to present their work as well as tell their experiences in the process of making the work, from the start of the research to the birth of the finished product. Meanwhile, the lecturer conducts a final project assessment. At the end of the lesson, students submit assignments in the form of design presentation slides, graphic and / or multimedia design work in two or three dimensions and writing in the form of a final research report. For teamwork with the best papers and product designs, the lecturer will propose the project to be published in a journal.

The whole process from design thinking (design and technical direction of project implementation to solving research problems); design making (making a product in the form of graphic design and or multimedia design); and the final stage, namely the design brief (publishing designs / design exhibitions to publishing journals) is under the supervision of the lecturer.

If depicted in chart form, the entire project-based learning process in the Visual Communication Design integrated practicum course is as shown in Figure 2.

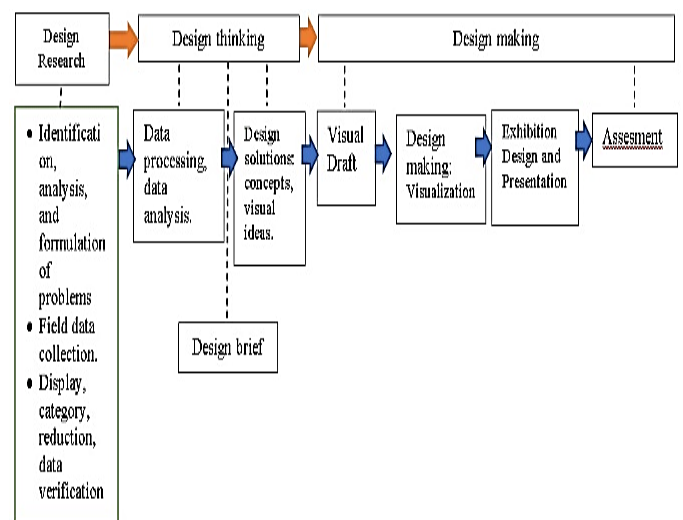


Fig. 2. PBL learning process.

B. Darma Reservoir Design and Branding Development Project

Darma Reservoir is one of the popular tourist objects in Kuningan Regency, precisely in Darma District, Jagara Village. This tourist attraction presents a beautiful panoramic view of the lake surrounded by hills and valleys as well as beautiful views with cool air. So that in addition to functioning as a reservoir for irrigation and fisheries, this reservoir is also used as a means of recreation and sports. However, the potential for natural beauty and resources in the Darma Reservoir needs to be further developed. According to the former Head of UPTD tourism object Darma Reservoir, Dodon Sugiarto, M.Pd., Darma Reservoir Tourism Object after being managed by the Regional Multi-Business Company (PDAU) Darma Putra Kertaraharja Kuningan, is less profitable [20]. Regional Original Income (PAD) has become minimal. This is because the arrangement and management of facilities are not given much attention [18].

Reviewing these problems, branding efforts as a field of study in Visual Communication Design that aims to improve the reputation of a product / service to society are needed. In response to this, students from the Visual Communication Design Study Program of the UPI FPSD, through the Basic Visual Communication Design courses and the DKV Production Methods have made rebranding efforts which can be explained through the following stages of the design process (see figure 3).



Fig. 3. The design process chart.

1) *Defining*: The definition stage is the first step for the designer to understand the foundation of the design activities to be carried out. For the design work to be more effective and efficient, the problem identification process must first be carried out. In this case, there are several problems with the Darma Reservoir tourist attraction, including: 1) Visual identity is not strong; 2) Lack of integration between villages around Darma Reservoir; 3) Advertising that does not attract the attention of visitors; 4) Water pollution in Darma Reservoir by water hyacinth plants.

Having an attractive visualization element is a necessity for tourist destinations to attract tourists to visit the place. Darma Reservoir has problems regarding the lack of attention to the arrangement and management of facilities. This is a problem boundary and an assumption from the problem identification stage. Therefore, it is unfortunate if the potential of Darma Reservoir is not developed and is represented with a unique and attractive branding. The visualization element referred to here can be in the form of graphic design products or multimedia designs.

With the branding that is developed with unique and attractive visual elements, it can help Darma Reservoir in representing what it contains, so that it will leave a deep

impression on tourists. It can be concluded that, the objective and objective of this project is to re-branding the Darma Reservoir in order to increase the interest of tourists to visit this tourist attraction.

2) *Research*: This stage consists of collecting and analyzing information related to facts about the problems to be solved to obtain a sustainable and long-term design solution. From the results of analysis and categorization of information, the following data and facts are obtained.

Darma Reservoir is in Darma District, Jagara Village, Kuningan Regency, West Java. Has a depth of 100 m and occupies an area of ± 425 ha with a total population of 1,140,777 people. The distance from Kuningan City to Darma Reservoir is 15.5 km with a travel time of 27 minutes, and ± 37 km from the city of Cirebon. The target of visitors to the Darma Reservoir tourist area is family, which includes all age ranges, both men and women. The admission price for adults is IDR 15,000 and IDR 10,000 for children. Operational hours on weekdays are 08:00 - 16:00 WIB, while on holidays, 08:00 - 17:00 WIB. There are three islands in the middle of the reservoir, namely: Nusa Laja Island, Nusa Sireum Island, and Nusa Island (Goong). In addition, there are nine villages directly adjacent to Darma Reservoir which have arts, economic and industrial activities in Darma District (see table 2).

TABLE II. VILLAGE ACTIVITIES IN DARMA DISTRICT

Village Name	Economic & Industrial Activities	Art
Jagara	Nugget, gemlong, cassava chips.	Qashidah, sholawatan
Darma	Marning corn, skin satay, crackers, corn, gemlong, metal crackers.	Rebana, qashidah.
Parung	Cassava powder	Qashidah, rebana
Cikupa	Mushrooms, cysts, fried corn, cakes, wooden furniture.	
Kawahmanuk	Sticky wajit, tempeh, oyster mushrooms.	Rebana
Cipasung	Keremes, cigar cigarettes, chips scoop.	Jaipong dangdut
Paninggaran	Cassava chips, pastries, raginang, tapioca, bamboo booths, wooden baskets, nyiru bamboo, tailors.	
Sakerta Barat	Bread, cassava chips.	Sholawatan, Gemyung
Sakerta Timur	Sale of bananas, woven bamboo, corn chips, palm sugar.	

Economic and artistic activities that are carried out in the villages around Darma Reservoir are the potential for this tourist attraction. Other facilities or potential, namely: 1) Owning approximately 5000 fish cages; 2) The camping area; 3) Children's Swimming Pool; 4) Motorboat; 5) Cottage.

3) *Idea*: In the conceptual stage, the designer explores various possibilities for novelty by prioritizing his imagination to come up with alternative solutions to design problems.

From the results of problem identification and considering the various potentials of Darma Reservoir, the solutions that can be offered include:

- Strengthening the visual identity of Darma Reservoir.
- Designing a sign system.
- Merchandising with principles: Visible (easy to see), Accessible (easy to reach), Convenient (fun), and Attractive (interesting).
- Darma Reservoir Mascot.
- Visual identities for nine villages in the Darma Reservoir.
- Building integrity between villages in Darma Reservoir.
- One Stop Information Spot.
- Annual schedule.
- Utilizing technology to increase Darma Reservoir advertising.
- Advertising by taking advantage of social media developments.
- Videographic works.

To increase the productivity and economy of the communities around tourist objects, there are several ideas that can be applied, namely: 1) Improving road access to each village from Darma Reservoir; 2) Provide education to every citizen in the nine villages regarding the impact of water pollution caused by water hyacinth; 3) Hold workshops on the use of water hyacinth into craft products that have selling value and aesthetic value; 4) Improve the integrity of each village; 5) Improve the economy of each village; 6) Creating a productive tourism village.

The solutions and ideas offered were born from the following insights:

- **What to See:** Tourists come to Darma Reservoir to see the vast expanse of the reservoir and surrounded by mountains.
- **What to Do:** Tourists can enjoy gazebo facilities to relax, rent a boat, children can play in the children's play area.
- **What to Buy:** Tourists buy tickets to enter, rent boats, and buy merchandise for keepsakes.
- **Where to Stay:** Tourists can stay in the cottages provided, or they can also put-up tents in the Camping Ground area.
- **How to Get There:** Tourists come using private vehicles or public transportation in the form of elves.

4) *Development and implementation:* At the development stage, the concept begins to be developed in a concrete manner

against the output criteria and concept achievements. Various possible models / mock-ups are developed based on the concept, to achieve confidence in one design model that will be implemented or produced later. While the implementation stage is the stage of executing the selected idea and giving the design a physical form. Regarding the problem of Darma Reservoir tourism object, designers form a description of how to realize the ideas and solutions that have been offered as follows.

a) *One stop information:* One Stop information is an information point about the Darma Reservoir tourist area that can be easily accessed by visitors. One Stop Information contains information about Darma Reservoir and nine surrounding villages in general. The aspects that must be considered are: 1) Accessibility; 2) Informative; 3) Communicative; 4) Effective; 5) Efficient.

b) *One stop destination:* Darma Reservoir tourist area is a destination with diverse and promising potential. Art, culinary, and crafts can be found there. Through One Stop Destination, we try to raise the potential behind the nine villages in the tourist area. The Darma Reservoir is expected to accommodate the surrounding villages, so that integrity can be created between the nine villages. One Stop Destination offers complete tour packages to visitors. This means that by visiting the tourist area of Darma Reservoir, visitors can experience tourism from various aspects.

c) *Annual schedules:* Darma Reservoir Annual Schedules is a summary of events held in the tourist area of Darma Reservoir including the nine surrounding villages for one full year. Annual Schedules will be updated once a year and published through official social media accounts managed by Darma Reservoir (see figure 4).



Fig. 4. Poster of the annual shedules darma reservoir.

- d) Visual identity, in the form of a logo and map
- e) Merchandise, corporate identity, trifold brochure: Waduk Darma logo and merchandise can be seen in figure 5.



Fig. 5. Waduk Darma logo and merchandise.

- f) Rebranding Darma Reservoir, formed with the Darmaksara font: The Darmaksara font can be seen in figure 6.



Fig. 6. Darmaksara font.

- g) Sign system (figure 7)



Fig. 7. Sign system.

- h) Darma Reservoir mascot: The mascots 'Wanda' and 'Arman' are inspired by the abundance of tilapia fish in Darma Reservoir (see figure 8). The name of the mascot is taken from the abbreviation "Waduk Darma" itself. While the jalu fish is taken from the cut word "Darma." The blue color is defined as water and is also a symbol of men. Meanwhile, pink is interpreted as a symbol of awakening and charm.



Fig. 8. Waduk Darma mascots.

V. CONCLUSION

Based on the research conducted by the author, the following conclusions were obtained:

The implementation of the Project Based Learning learning model in an integrated practicum course in Visual Communication Design through a design development project and branding of tourist destinations in Kuningan Regency is carried out in several stages, namely: design research, design thinking, and design making. At the design research stage, students carry out identification, analysis, and problem formulation by collecting field data from eight tourist objects in Kuningan Regency. The data were then displayed, categorized, reduced, and verified for their validity. In the design thinking stage, the data is processed and analyzed in more depth to find design solutions in the form of visual concepts and ideas, as well as creating a design brief related to problems found in tourist objects. At the design making stage, the resulting visual draft is visualized into a design product. Then in the final stage, a learning assessment is carried out in the form of a design exhibition and a presentation of the work.

In applying the basic science of Visual Communication Design in the design and branding development project of Darma Reservoir as the main tourist destination in Kuningan Regency, there are five stages carried out by students, namely the stages of defining, research, idea, development, and implementation. At the defining stage, a problem identification process was carried out with the aim of rebranding the Darma Reservoir in order to increase the interest of tourists to visit this tourist attraction. The research stage is an activity of collecting and analyzing information related to facts about the problems to be solved in order to obtain design solutions that are sustainable and long-term. At this stage of the idea, students think of solutions to problems by considering the various potentials of Darma Reservoir. Various mock-ups are developed based on the concept at the development stage, to achieve confidence in a design model that will later be implemented or produced. In the implementation stage, students execute the selected idea and give a physical shape to the design related to the Darma Reservoir tourism object problem. The resulting works are in the form of: Rebranding Waduk Darma, formed with the Darmaksara font; One stop information; One stop destination; Annual schedules poster; Visual Identity, in the form of logos and maps; Merchandise, Corporate Identity, Trifold Brochure, Sign System, and mascot.

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