

Virtual Learning from Sketching Community

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ABSTRACT

Virtual learning has become a reliable learning alternative during the Covid-19 Pandemic. One of them is learning to draw sketchers in the sketch community. The sketch community that usually uses public space to gather is now switching to using virtual public space. This paper aims to explain the pattern of virtual learning in a sketching community that learns together in drawing for architecture students. The method used by collecting secondary data and participating in activities carried out by the four communities studied during the pandemic period, and conducting questionnaires to students about virtual learning in the sketch community. The results obtained from this study indicate that student enthusiasm in sharing experiences and joint activities in the community can help self-development in independent learning. It refers to developing the ability to draw sketches.

Keywords: Virtual learning, Sketching, Community, Virtual public space, Covid-19.

1. INTRODUCTION

In early 2020, Indonesia began in the era of Covid-19. It has had many effects, one of them is in education. There is an increase in the use of the distance education system or online. This system becomes an important system alternative during this pandemic [1]. This also has an impact on the community in sharing knowledge like sketching community. This community creates a new space for the community to provide a new alternative for virtual learning related to sketching technique in architectural student. In new atmosphere of this pandemic, it does not provide new opportunities for virtual learning benefits to the community and students [2]. It also benefits especially to architectural students to learn more about sketch independently.

In architectural school in SUTD Singapore, urban sketching is the important skill. It is a way to express and communicate spatial environment. The student also can improve their fundamental sketching skill to learn about urban fabric and landscapes [3].

This paper aims to explain the virtual learning in sketching community in learnt together of sketching for architectural student. The images of virtual learning in the sketch community by looking at the virtual learning patterns. This can help student to develop their skill through virtual learning in the future based on social-culture community learning.

2. LITERATURE REVIEW

2.1. Virtual Learning in Pandemic Covid-19

The emergence of the development of virtual learning or e-learning for education in Indonesia. The compulsion of circumstances that make the impetus to improve in developing online-based education or virtual learning is important for all levels of education. In an article written about the challenges and opportunities of this covid-19 and online learning. Online learning is a response to the physical limitations of many activities, one of them is in education field [4]. In this case, there are two types of online learning that can be distinguished, namely (1) asynchronous and (2) synchronous online learning [5]. In these two types of learning can provide different benefits. In asynchronous e-learning, there will be a lot of discussion about Cognitive Participation that increases (increase relaxation and ability to process information). Meanwhile, the synchronous type of e-learning focuses more in personal participation which will increase arousal, motivation and convergence on meaning [5].

2.2. Sketching Community as Social-Culture Activity in Pandemic

During this pandemic, humans are limited in their movement. However, in this pandemic, new behaviors,

new atmospheres, and new communities have also developed [6]. The sketch community is one of the many communities that existed. In this community, sketches become a magnet in inviting people to meet, discuss, empathize, communicate and be creative [7]. Urban sketching as a creative and fun activities. It is a way to capture the people, places, and things around us into sketchbooks. In the community it provides benefits for people to be able to come together, create and celebrate things they like together. In this case, to see the virtual learning opportunities in community becomes interesting to study. It's because of the physical limitations do not reduce the community spirit in sharing feeling [8].

2.3. Virtual Learning from Sketching Community

Table 1. Community activities in sketching community

N o	Community activities name	Date	Community's name	Duration
1	IS Online Gathering sketch on the spot	31/-1/2021 08.00	Indonesia's Sketcher	1 day, periodically
2	Virtual Sketch of Heritage Architecture in Semarang Kota Atas	31/10-1/11/2020 8.00	Arsisketur	2 Days, Periodically
3	Arengi Virtual Sketchwalk	24/4/2020 and 31/4/2021	Arengi	Periodically
4	Gambar Bareng Kita with specific topic	One a week in March 2021	GBK	1 theme in a 1 week periodically

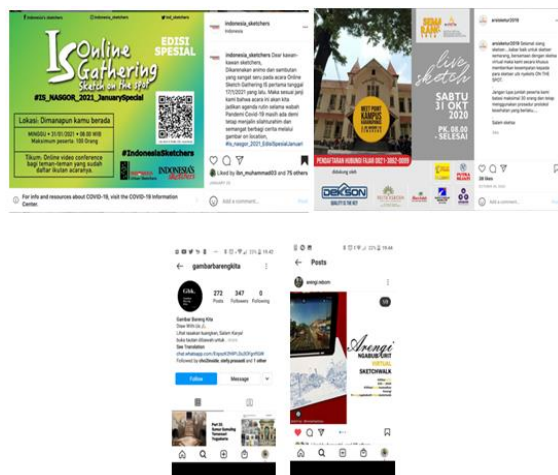


Figure 1 Sketching community event poster.

In the table 1, it is explained that there are four activities that are followed and observed in the process of getting the virtual learning pattern used in these communities. The research was conducted by observing online sketch community meeting activities. All of them have interesting characters to study form their virtual learning patterns. How to use activity pattern asynchronously or synchronously are found in the sketch community meeting activities. Community scale was also observed from all of them. There are already well-know and international scale communities such as

Studies on community activities during this pandemic can provide virtual learning images that are relevant to the development of education in this era. Virtual learning in this sketch community is one of the opportunities for developing distance education for students, especially architectural students. It helps students to develop their interest and talents in sketching. In urban sketching student can learn about the expression in architectural drawing with composition, depth, scale, contrast, line and creativity [9]. Students also can experience the space and draw in architecture and city space and learn the composition and proportions in urban sketching [9].

In this paper, the author observes several virtual sketch community activities from the four communities participated in. The below table provide details information of the sketch community.

Indonesia's Sketches. This community gathering is attended by participants from overseas. Meanwhile, arsisketur, arengi and GBK from regional becomes national because of use media social to support their information.

3. RESEARCH METHODS

In this paper the research method used is qualitative. The qualitative emphasis is on (1) observation, (2) primary data observation, (3) secondary data and (4) analysis from observations with literature studies by distinguishing the two types of activities that exist in each activity. Its looking for challenges and opportunities in virtual learning that happened in the sketch community and then (5) made a questionnaire to get feedback from users (students majoring in architecture) who took part in the activity. After that, an analysis was carried out and (6) concluded the findings obtained [10].

4. RESULTS AND DISCUSSION

The research was carried out for approximately eight months from September 2020 to April 2021. In conducting the research, the author in addition to observing the activities also participated in the activities that existed at each of the events in the four

communities mentioned above. From the observation, it was found that pattern of virtual learning in sketching

communities in the four communities was as follows in table 2.

Table 2. Style and technology in virtual community activities

No	Community's name	Theme of Sketches	Style of sketches	Technology of gathering
1	Indonesia's Sketcher	Daily activities	Pencil, pen, watercolour, e.t.c	Zoom, Instagram, Whatsapp
2	Arsisketur	Heritage Architecture	Digital, hand drawing in paper	Zoom, Instagram, Whatsapp
3	Arengi	Heritage architecture,	Digital, hand drawing in paper	Instagram, Whatsapp
4	GBK	Architecture	Hand Drawing, paper	Instagram, Whatsapp

In table 2, the author finds the style and technology in virtual learning of sketch community. Indonesia's sketcher and Arsisketur use the synchronous software to support their activities. Arengi and GBK use asynchronous with social media. In the style of sketches, one of them only using hand drawing. Meanwhile, the three-community using hand and digital drawing in their sketching activities. In next page, the pattern of virtual learning based on activities with different style. Social media has an important communication platform to give the basic information of activities from the date, the topic, and how to join.

The pattern of virtual learning from each community detail in figure 2, 3, 4 and 5. In figure 2, Indonesia's sketcher as an international community is community based on international sketching community in around the world. Their known as famous sketching community and active in social media. Indonesia's sketcher using Zoom meeting (as video conference platform) to support their gathering session, and discussion. Arsisketur community in figure 3, also using Zoom meeting and have similar activities like Indonesia's sketcher. It has different from the workshop session. Two of them using social media like Instagram to keep communication with members and to display their sketches together. Arengi and GBK using social media like Instagram and WhatsApp to share the basic information, display, and discussion.

INDONESIA'S SKETCHER

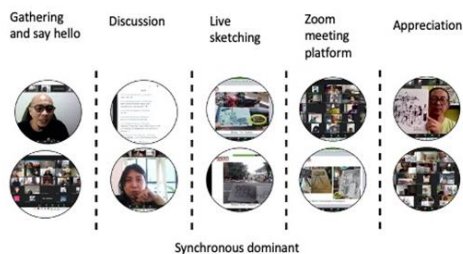


Figure 2 Pattern of sketching activities in Indonesia's sketcher community

ARSISKETUR



Figure 3 Pattern of sketching activities in Arsisketur community.

ARENGI

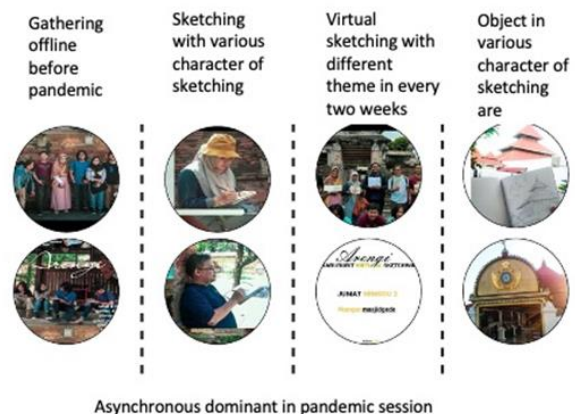


Figure 4 Pattern of sketching activities in Arengi community.

GAMBAR BARENG KITA



Figure 5 Pattern of sketching activities in GBK community.

In these four sketching communities, all of them have different virtual learning characters although they

can be categorized into three categories: (1) Synchronous dominant, (2) Asynchronous dominant, (3) Asynchronous and synchronous balance. Although it shows a quite different pattern, the existence of this

Table 3. Kind of activities in sketch community

No	Community's name	Kind of activities	
		asynchronous	asynchronous
1	Indonesia's Sketcher	Registration, display	Gathering, sketching, discussion,
2	Arsisketur	Registration, display	Gathering, workshop, sketching, discussion,
3	Arengi	Sketching, discussion	-
4	GBK	Sketching,	Gathering, Discussion

In this research, author also provide the questionnaires to architectural student in different school to provide feedback of this sketching activities. The feedback given to architecture students from various universities reinforces that virtual learning carried out in the sketch community has an important role. Of the 33 respondents responded to:

- The easiest virtual social media platform to get information about the sketch community is Instagram with 93.9%
- How easy is it to access it through social media, answered 81.8% with a score of 5 (very easy)
- Activities in the sketch community help in the process of sketching in architecture for students, 54, 5% answered very useful
- Social interaction is very important in the community answered 63.6%

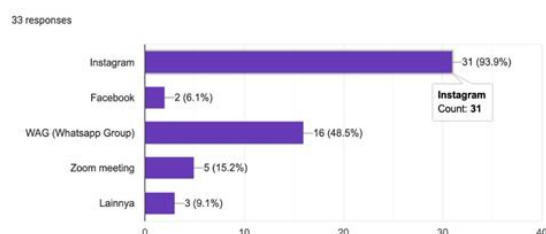
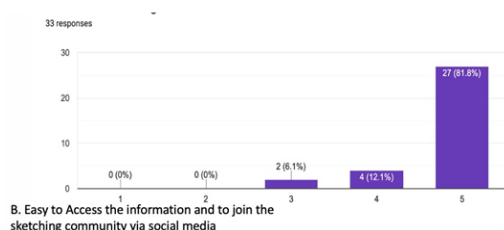


Figure 6 Questionaries result of virtual platform to access the information and join the sketching community.



sketch community has become a new color in virtual learning. Where students not only study on campus but can also directly study in the field with the community. Detail data in table 3.

Figure 7 Questionaries Result of Easy to Access the information and to join the sketching community via social media.

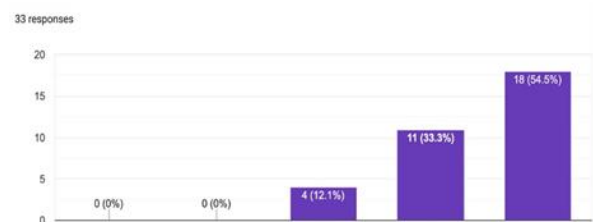


Figure 8 Questionaries result of activities in sketching community help student to learn about sketching in architecture.

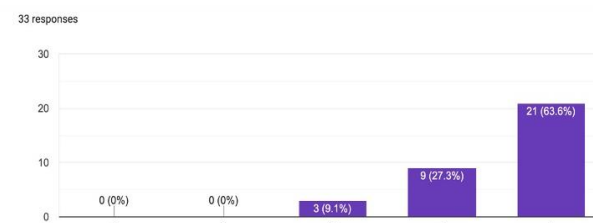


Figure 9 Questionaries result of interaction with each other (say hello, sharing experience in sketching discussion) in community are important in sketching community.

The results of questionnaires provide the positive responds from architectural students. This shows the impact of pandemic in sketching community to virtual learning to provide the opportunity to all architectural student to learn sketching online. The author analysis shows the pattern of activities in sketching community. The pattern has several activities and kind of virtual learning from asynchronous and synchronous. It provides the opportunities to architectural student to

learn sketching independently with virtual learning. The detail of pattern shows in figure 10.

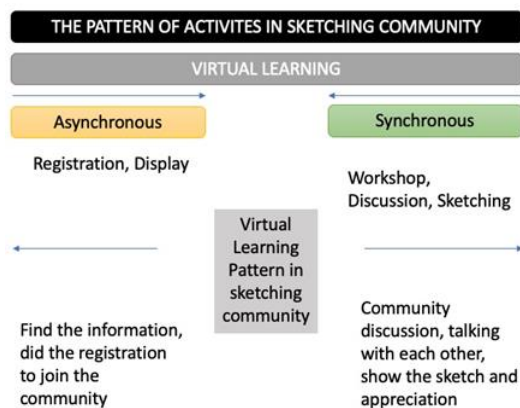


Figure 10 The pattern of virtual learning activities in sketching community.

5. CONCLUSION

This paper aims to find a pattern of virtual learning in the sketch community that emerged due to the challenges and opportunities of the pandemic Covid-19. It can be concluded that the pattern that developed in the four existing sketch communities has several important aspects.

- Social media is an important part in transmitting information related to activities and ways of communicating between community members
- Various virtual learning patterns that are developing are still asynchronous and synchronous
- Both types have their own challenges and advantages, from asynchronous users to being more independent in getting information and surfing freely. While in sync, users/participants can interact comfortably and easily with the help of additional platforms such as *Zoom*, *WhatsApp*, *Instagram*, and others.
- Both types always go hand in hand and have their own challenges and opportunities.

In the next research, it is necessary to examine the results of what was sketches by the participants. This can provide a direction for developing a more complete quality of the sketch.

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