



Implementation of Cross Culture Learning as Scientific Strengthening in Organizing International Student Film Festival Activities

Nala Nandana Undiana¹(✉), Yudi Sukmayadi², Agus Cahyono³,
and Erik Muhammad Pauhrizi¹

¹ Film and Television Study Program, Universitas Pendidikan Indonesia, Bandung, Indonesia
nalanandana@upi.edu

² School of Postgraduate, Universitas Pendidikan Indonesia, Bandung, Indonesia

³ Department of Drama, Dance and Music, Universitas Negeri Semarang, Semarang, Indonesia

Abstract. The concept of MBKM (Merdeka Belajar Kampus Merdeka/Freedom to Learning, Freedom Campus), which is currently applied in education schemes in Indonesia, supports every student to be able to obtain learning materials from various sources. This provides a new learning atmosphere, because in the end the students involved in it experience the learning process not only from one university. This study tries to describe the collaboration process carried out by the Film and Television Study Program Faculty of Art and Design Education, Universitas Pendidikan Indonesia with the Department of Intermedia Uniwersytet Artystyczny Poznan, Poland in a summer activity program using the online method. The topic of discussion in this research is a forum for film curators who come from the student environment in the process of organizing film festivals at the university level. The method used in this research is a case study that explores the problem from various perspectives of the study of works and the point of view of cultural approaches in each country. The result of this research is a film festival product which is derived using a curatorial work practice approach and is held in two countries. This research also looks at the possibility of intercultural collaboration which can later be applied in the MBKM (Merdeka Belajar Kampus Merdeka/Freedom to Learning, Freedom Campus) program at the Study Program, Faculty and University levels.

Keywords: Merdeka Belajar · Cultural · Collaboration

1 Introduction

The development of film and television, which was motivated by the development of visual arts visualization ideas and techniques. There so many film and television study programs to be established in the field of art and design education, especially after the rapid development of the field of visual communication design studies [1]. The study of media visualization and its visual practices is an integral part of the implementation of visual communication design education. Visual communication design is no longer limited to two-dimensional print media (graphic design, illustration and photography) but extends to multidimensional media such as film and television. The visualization

technology owned by film and television is the basis for the next development of visual technology. The technology possessed by film and television is able to collaborate with other types of art into a creative display that is both informative and artistic [2]. The increasing demands of society and the market for film and television products have encouraged film and television producers and industry players to be more competitive and creative. It is this unique characteristic of television programs and film products that brings film and television into the creative industry environment in various parts of the world.

The film and television industry that continues to grow requires experts in their fields who are able to keep up with the times. Experts in the field of film and television are required to have comprehensive competencies from mastering the means of production to creativity in the final form of presenting film and television products [3]. The film and television industry is one of the industries that is believed to be one of the leading industries in the industrial era 4.0 through the ability to adapt creative processing with increasingly advanced sound and image production technology. Film and television products in the future will not only meet the entertainment needs of the viewers or viewers but more than that, film and television products in the future will be innovative solutions in the world of education [4].

2 Literature Review

The use of the internet and communication technology can change the way knowledge is delivered and can be an alternative to learning carried out in the classroom. The implementation of online learning requires supporting facilities, such as smartphones, laptops, or tablets that can be used to access information in various locations [5].

The development of information technology has a major influence on changes in every field. One of them is a change in the field of education. Technology can be used in teaching and learning activities, which can be said to be a change from conventional to modern methods. Gheytsi, Azizifar & state that several studies show that technology has many positive effects on learning [6]. The Internet has been integrated into a tool used to complement learning activities. Online learning is a learning system that does not meet face-to-face, but uses a platform that can help the teaching and learning process that is carried out even though it is distanced. The purpose of online learning is to provide quality learning services in a massive and open network to reach learning space enthusiasts to be more and wider [7].

One of the challenges of online learning is expertise in the use of technology on the part of educators and students. Dabbagh states that the characteristics of students in online or online learning activities are [8]:

1. The spirit of learning: the spirit of students during the learning process is strong or high for independent learning. When learning online, the criteria for complete understanding of the material in learning are determined by the students themselves. Knowledge will be found on their own and students must be independent. So that the independent learning of each student makes the difference in learning success that is different.

2. Literacy on technology: in addition to independence in learning activities, the level of students' understanding of the use of technology. When learning online/online is one of the successes of doing online learning. Before online learning, students must master the technology that will be used. The tools commonly used as a means of online learning are computers, smartphones, and laptops. Technological developments in the 4.0 era have created many applications or features that are used as online learning tools.
3. Interpersonal communication skills: In these characteristics students must master communication skills and interpersonal skills as one of the requirements for success in online learning. Interpersonal skills are needed to establish relationships and interactions between other students. As social beings, we still need interaction with others even though online learning is carried out independently. Therefore, interpersonal skills and communication skills must be trained in social life.
4. Collaborate: understand and use interaction and collaboration learning. Students must be able to interact with other students or with lecturers in a forum that has provided, because in online learning it is the students themselves who carry out. This interaction is needed especially when students have difficulty understanding the material. In addition to this, interactions also need to be maintained in order to train their social spirit. So that the spirit of individualism and anti-social is not formed in students. With online learning, students are also able to understand collaborative learning. Students will also be trained to be able to collaborate either with the surrounding environment or with various systems that support online learning.
5. Skills for independent study: one of the characteristics of online learning is the ability to learn independently. Independent learning is very necessary in online learning. Because during the learning process, students will search, find, and conclude for themselves what they have learned.

“Independent learning is a process where students are directly involved in identifying what needs to be learned to be in control of the learning process” [8]. When learning independently, motivation is needed to support the success of the online learning process.

The management of this program will be proposed will use the online learning method wrapped in a broadcast format. The material to be provided will be designed in such a way that it can attract the attention of participants to be involved in the given learning process. Tutorials in visual form will allow participants in this short training to try out different possibilities for creating works in different locations. This program will feature resource persons who come from industry practitioners.

The tools that can be used by training participants include:

- Smartphones (smartphones)
- Laptop/computer with standard specifications and has a device webcam and audio (speakers)
- Adobe family software (Premiere, Photoshop, Aftereffect, Illustrator)
- MS Office software (Word, Excel, Power point)

There are currently two online learning application systems owned by UPI, namely (1) SPOT (Integrated Online learning system) is an application that is by develop, which is designed and developed by itself based on internal needs based on the basic data of the

Academic Information System (SIAK), This system is web based. (2) SPADA or Online Learning System, an open source application, because it uses MOODLE technology. The two systems are complementary or complementary for online learning purposes that are directly related to lectures and curriculum as well as training (short courses) [9]. Both use a database system that is stored in the UPI data center. The hardware for both systems is required by the end user in the form of a computer with standard specifications, and can be accessed via a smartphone via a standard browser. This system is supported by UPI bandwidth infrastructure, which is 2 Gbps International, IIX (Indonesian Internet Exchange).

3 Methods

In this training, the manager will use the project based learning method as the main learning method. Project based learning provides opportunities to broaden knowledge and develop skills through problem solving and investigation. In PBL, trainees can practice making decisions based on real-life problems. Training participants can also develop skills, think critically and then apply knowledge to create a project that will solve the problems presented. Trainees can gain invaluable experience by engaging in and actively participating in the learning process. Compared to just reading the information presented on the course and then taking the test at the end of the course on eLearning. This study is important since it tries to demonstrate that blended learning is effective in secondary education as well. As a result of the review of the related literature, no blended learning application carried out in the field of biology teaching in secondary education was seen. The present study is believed to be leading one in the field [10].

Project-based learning can be applied by: learning that links technology with the problems of everyday life. The learning model is project-based learning (Project Based Learning Model) [11]. Project-based learning models have advantages in improving learning outcomes and motivation, thus providing experience to be able to build their own knowledge [12].

The advantages of Project Based Learning are as follows: 1) Increase learning motivation. Learning in projects is more fun 2) Improving students' ability to solve problems, project-based learning environment becomes more active and solves problems successfully. 3) Improve collaboration, because the project can develop and practice communication skills, 4) Improve resource management skills, because it provides learning and practice in organizing the projects being worked on [13].

4 Results and Discussion

March 2019 when the government of the Republic of Indonesia announced the Covid-19 pandemic alert changed the way of teaching and learning in the Faculty of Art and Design Education, Universitas Pendidikan Indonesia. Learning that is usually done face-to-face has finally been replaced with online (online) methods. This, of course, makes it difficult for the academic community in the FPSD environment, considering that the field of art tends to prioritize practical activities as the main learning process.

Film and Television Study Program is identified as a moving image medium resulting from a multidisciplinary scientific meeting, where students are encouraged to discover the language of moving image/intellectual cinema through an analytical approach to historical studies, theory, culture, media, film, art, together with production and post-production practices. film and television.

The Film and Television study program with the Department of Intermedia at the University of Fine Arts in Poznan has collaborated in the form of organizing online classes for 1 (one) semester in 2020, the following is documentation of activities that have taken place in 2020, including:

In this training, participants will learn the various possibilities of storytelling in art and design projects through analysis of examples of fiction films, animation, case studies and art project work. This combined learning will help participants to practice translating their ideas into the language of art and design projects through a complex collaborative system of work production.

Along with case studies, the preparation of practical projects begins with an introduction to cinematography, editing, sound and an introduction to simple animation and other fields of art that support creative activities in the digital era. At the end of the first week, participants will present their film ideas in a FGD, collectively select three ideas, and then divide into several teams. Each team will embody a short film sequence. They will prepare, record, edit, and design the sound of their project together in the second week. The designated instructor will accompany the team and support them at every step of the process. At the end of the second week, teams will present their project followed by an intense feedback session with the course instructor and the whole group.

The proposed program is intended for participants aged 18 years and over (student status) who have a strong interest in film and wish to explore the theory and practice of filmmaking in a workshop setting. This program is an ideal opportunity for young people who want to explore the possibility of having a career in the film industry as well as the animation industry. Participating in this program does not require any prior knowledge of film.

The learning process in this program will be carried out on a project based learning basis. The learning process during the Covid-19 pandemic which demands conducted online will be combined with the direct learning process carried out in the classroom. This is an effort to optimize the learning process, especially considering that some learning processes are difficult if only done online.

5 Conclusion

The Open Art and Cinema Summer Program is expected to encourage students at the Indonesian Education University in particular and in Indonesia in general to be able to learn anything, at any time and any location, so that the word “Merdeka” in the MBKM (Merdeka Belajar Kampus Merdeka/Freedom to Learning, Freedom Campus) program is increasingly real. In addition, this program also offers the possibility for academics within the Universitas Pendidikan Indonesia, particularly at the Faculty of Art and Design Education, to gain teaching experience and share experiences with foreign students.

We hope that this good effort will be useful and contribute positively to the learning process in higher education in Indonesia. We hope that the proposal submission process

and the implementation of the Open Art and Cinema Summer Program will provide many benefits for the learning process at the Indonesian University of Education and expand international networks in the field of higher education.

Acknowledgement. The article we have submitted to the journal for review is original, has been written by the stated authors and has not been published elsewhere Also the article contains no libraries or other unlawful statements and does not contain any materials that violate any personal or proprietary rights of any other person or entity. Researchers are grateful to various parties who helped the research process, including; Film and Television Study Program and the Faculty of Art and Design Education, Universitas Pendidikan Indonesia; Department of Intermedia, UAP Poznan.

References

1. Gunara, S.: Local knowledge system in music education culture at indigenous community Kampung Naga Tasikmalaya Regency. *Harmon. J. Arts Res. Educ.*, 17(1), 48 (2017)
2. Lawson B.: *Language of Space*. Architectural Press, New York, 2007.
3. Ginting R., Pratiwi, S.: Analisis Literasi Media Televisi Dalam Keluarga. *CHANNEL J. Komun.*, 5(2), 109–122 (2017).
4. Supiarza, H., Sarbeni, I.: Teaching and Learning Music in Digital Era: Creating Keroncong Music for Gen Z Students Through Interpreting Poetry. *Harmon. J. Arts Res. Educ.*, 21(1), 123–139 (2021).
5. Ratheeswari, K.: Information Communication Technology in Education. *J. Appl. Adv. Res.*, 3, S45–S47 (2018).
6. Khusniyah, N., Hakim, L. Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris *J. Tatsqif*, 17(1), 19–33 (2019).
7. Sofyana, L., Rozaq, A.: Pgrri Madiun. Pembelajaran Daring Komb. Berbas. Whatsapp Pada Kelas Karyawan Prodi Tek. *Inform. Univ. Pgrri Madiun*, 8, 81–86 (2019).
8. Hasanah, A. Sri Lestari, A., Rahman, A.Y., Danil, Y.I. Analisis Aktivitas Belajar Daring Mahasiswa Pada Pandemi COVID-19. *Karya Tulis Ilm. Masa Work from Home Covid-19 UIN Sunan Gunung Djati Bandung Tahun 2020*, 4–8 (2020).
9. Limpraptono, F.Y., Nurcahyo, E. Faisol, A., Ajiza, M., Sunaryo, D.K.: Development Architecture of Remote Laboratory as Learning Solution in Industrial Revolution 4.0 Era. *J. Ind. Intell. Inf.*, 8(2), 49–53 (2020).
10. Ümit Yapıcı, I., Akbayin, H.: The effect of blended learning model on high school students' biology achievement and on their attitudes towards the internet. *Turkish Online J. Educ. Technol.*, 11(2) 228–237 (2012).
11. Kristanti, Y., Subiki, S., Handayani, R.: Model Pembelajaran Berbasis Proyek (Project Based Learning Model) Pada Pembelajaran Fisika Di SMA. *J. Pembelajaran Fis. Univ. Jember*, 5(2), 116319 (2016).
12. Baidowi, A., Sumarmi, A., Amirudin, A.: Pengaruh Model Pembelajaran Berbasis Proyek terhadap Kemampuan Menulis Karya Ilmiah Geografi Siswa SMA. *J. Pendidik. Geogr.*, 20(1), 48–58 (2015).
13. Nugraha, A.R., Kristin, F., Anugraheni, I.: Penerapan Model Pembelajaran Project Based Learning (Pjbl) Untuk Meningkatkan Kreativitas dan Hasil Belajar IPA Pada Siswa Kelas 5 SD. *Kalam Cendekia*, 6(4), 9–15, (2018).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

