



The Implementation of Mural Thematic and Individual Whitespace as an Interaction Concept of Innovative Learning Space for Elementary School Students in Bali

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Abstract. This research is motivated by the need for an innovative learning space concept, namely the existence of a visual stimulus that acts as a medium of interaction and expression for elementary school students in grades 1–2 in Bali. The aim of the research is to implement the concept of spatial interaction which produces a response from the stages of the organism due to a visual stimulus that supports learning outcomes. Qualitative analysis with the affective approach in this research is started with a focus group discussion regarding the combination of thematic murals that are appropriate to the subject content and 'individual whitespace'. The results of the research stated that the thematic murals on the walls of the classrooms and the 'individual white space' on each student's study table, is an innovative concept, which acts as a medium of interaction and expression as an affective and psychomotor response. These innovations tend to be able to foster interest and increase children's learning motivation in achieving their learning goals and have an impact on creating emotional closeness between teachers and students.

Keywords: Design Interaction, Innovative Concept, Classroom, Elementary School Students, Bali

1 Introduction

The need for innovative learning spaces that can act as a medium of interaction for elementary school-aged children in grades 1–2 in Bali is the background of this research. The intended interaction is the creation of a more intensive relationship between teachers and students in the learning environment at school. The medium of interaction must be able to provide a learning atmosphere that tends to be fun for elementary school-aged children during the Covid–19 pandemic, so that it is expected to be able to support the achievement of learning objectives [1]. The The learning process is an effort to develop the potential of children and their teachers, so that all can understand their respective duties, roles, and responsibilities.

The success of a learning process is strongly influenced by several factors, one of them is the learning environment. Understanding that conditions, it takes a learning environment which in the process of interaction tends to increase the motivation of

children's learning interest. If there is no effort to increase motivation, it tends to be very difficult to foster student interest in learning. The growth of interest will of course be able to affect the results of children's learning outcomes.

Motivation is the basic impulse that encourages an increase in student learning activities, so that children are interested in something they are learning. Children who do not have motivation will have a tendency to have a negative impact on improving their learning outcomes than those who have motivation, so the role of motivation can be said to be very important in the learning process.

Interest is a motivational tool in the learning process because it is able to encourage someone to do something or an activity without any coercion from outside [2]. Arousing interest in something is basically helping children to be able to see how the relationship between the material that is expected to be studied and themselves as individuals. Children's learning interest really depends on how much they want to achieve learning outcomes, especially in the new normal era during the Covid-19 pandemic. Children's interest in learning tends to be able to be grown in a learning environment that is conducive, fun, innovative and gives them space to express their creativity.

Interest is the most important aspect in an effort to increase students' motivation to be able to achieve their learning goals, because interest is understood as an encouragement in oneself that is able to generate a desire to like something effectively. Efforts to foster interest tend to be carried out with creative activities in learning spaces that are beneficial, fun, exhilarating and can generate satisfaction for children. Through the interaction of innovative learning space, it is hoped that each child will be able to develop a self-conceptualization process (maturity) and organize himself [3].

The problem that becomes the focus of analysis in this research is to try to meet the needs of an interaction concept of innovative learning space and be able to provide visual stimulation to support the growth of student interest and motivation in the learning process at school. The research objective is to create an interaction concept of innovative learning space for elementary school students grades 1–2 in Bali, in an effort to generate a response from a visual stimulation that has gone through the organismal stages to support learning achievement. The objectification of the interaction concept of innovative space is expected to have a medium to show expressions that function as the development of creative actions for affective and psychomotor responses from visual stimulation given to children in their learning space. The following describes further related to the research method.

2 Method

To produce an innovative concept of interaction in student learning space, this research requires several stages related to data collection. Qualitative analysis with an affective approach in this research begins with collecting data on the interactivity of colors and illustrations that are able to provide visual stimulation effects. This research stage has produced a fundamental idea for creating concept through the involvement of 'whitespace' as medium of creativity. The next stage is to focus on solving problems related to efforts to synergize illustration and color as elements of visual stimulation

with subject content in innovative learning spaces in its interaction process. Researchers are guided by the design model of Christopher Jones [4], which is a procedural method that is qualitative and emphasizes on research step as an effort to produce a concept so that it can be objectified into a design product.

The next stage of the concept testing is to understand the advantages and disadvantages of concept visualization of innovative learning spaces in the learning process in elementary schools' grades 1–2 in Bali. That result of the holistic analysis is a conclusion in the form of a concept that will tend to be applied to the learning space in elementary schools. The learning space that has creativity as a medium for students are a new concept in research related to the involvement of illustrations and colors in student learning space as elements of visual stimulation.

This research uses qualitative data analysis, thus supporting the researcher's understanding of the communication discourse and interactions that occur between teachers and students in their learning space. The implementation of the discourse related to visual culture is embodied through the concept of innovative space interactions that provide opportunities for children to be creative while learning. This effort will later become one of the strategies for the transition of images from kindergarten to elementary school and the introduction of subject content. The stages of the analysis are an effort to be able to understand the value of interaction in the learning space in the involvement of illustrations and colors as elements of visual stimulation, so that later it is expected to be able to increase motivation and foster learning interest in elementary school aged students grades 1–2 in Bali, so that the learning objectives can be achieved. The following is a further description of the result data and discussion.

3 Result and Discussion

Efforts to improve the quality of the learning process can be done by creating learning conditions that allow the child's brain to function optimally. The learning process must be able to make the material received, successfully stored in the child's memory for a longer period. These efforts tend to be achieved through the support of learning rooms that are able to connect information or subject content with experiences that have been experienced by students and provide opportunities for them to be creative.

The involvement of illustrations and colors as elements of visual stimulation in the learning space is an effort to form learning conditions that have interactive and innovative values. The following is a further description of visual stimulation in an effort to increase motivation and foster interest in learning for elementary school aged students in grades 1–2.

3.1 Visual Stimulation in Increasing Motivation

Motivation is a psychological condition that encourages someone to do something [5], while learning is a series of certain processes that aim to change student behavior through interaction activities that produce a response from visual stimulation. That understanding makes the understanding of learning motivation something that gives rise

to enthusiasm for the learning process. Learning activities become a meaning of the visual stimulation contained in the learning space, resulting in a response as a result of 'curiosity'. Response is an indicator or benchmark of an increase in student interest in learning. Interest is the main factor in the success of achieving the learning objectives.

A learning space that is able to provide a stimulus will certainly produce a response in accordance with what is expected. A good response from a visual stimulation tends to produce a fun learning process for children (learning is fun). According to Hawkins [6] that the stage of perceiving a visual stimulation is a process that starts from the exposure of the stimulus to the consumer, the emergence of attention to the stimulus, then ends with an interpretation by a person to a visual stimulus. A good stimulus will certainly produce a response that is as expected, so as shown in figure 1 data collection that in the involvement of color as an element of visual stimulation, it is necessary to understand the favorite colors of Elementary School aged students grade 1–2 in Bali.



Fig. 1. Analysis of Data Related to Colors and Character Illustrations that Children Like
(Source: Researcher Documentation)

The fundamental idea of innovative learning space is the interaction in a learning environment that is able to provide space for students to express themselves freely and simultaneously a learning process occurs that refers to the content of the subject. The value of the interaction in these conditions tends to be able to provide an impressive stimulatory impact for children [7]. The following is explained further regarding the value of interaction in innovative learning spaces.

3.2 The Value of Interaction in Innovative Learning Space

The pattern of interaction in the concept of an innovative learning space that has been successfully created is an effort to foster teacher creativity to increase their interaction with students. The role and competence of a teacher is very significant in the teaching

and learning process in the classroom. The interaction between teachers and students is a factor that influences students' learning motivation [8].



Fig. 2. Interaction Concept Visualization of Innovative Learning Space (Source: Researcher Documentation)

The element that forms the interaction in the classroom is the visual stimulation of the mural wall with a combination of illustrations and 'thematic' colors, which are in accordance with the theme of the subjects at each level. The next element is the role of 'whitespace' as a medium of creativity [9]. Increased interaction is also carried out by placing study desks centered on the process of forming social interactions among all students.

The three interaction elements of the learning space as shown in figure 2 above are a holistic concept that is innovative. Thematic conceptions tend to be able to become visual stimulation that are able to produce a response after the organism's process occurs.

4 Conclusion

The interaction concept of innovative learning space must have interaction value and be able to be objectified into medium of creativity with a limited scope. The concept of the learning space is thematic because it refers to the content of the subjects at each level. The interaction concept of innovative learning space tends to be able to try to increase motivation and foster interest in learning for elementary school aged children in grades 1–2 in Bali in achieving their learning goals. The concept of space interaction has an impact on the creation of a close emotional relationship between teachers and students in the learning process. This is one of the benchmarks for an increase in more impressive learning conditions.

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