

**THE PAST AND PRESENT OF MOVING IMAGES: TRANSCENDING THE
BOUNDARY ACROSS DEPARTMENTS IN THE VOCATIONAL HIGHER
EDUCATION**

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Abstract

Animations were given credentials as an effective medium in various campaigns and public service announcements (PSA). It helps to shape and spread information, frame public attitudes, and ensure the roles and responsibilities. History records how animations were utilized as PSA during WW2 in the form of training content, instructions, propaganda and ideological tools to promote and glorify patriotism. In higher education, animations can be utilized to support the socialization material about quality assurance. An animated PSA in the form of a video explainer was produced as a collaboration between the Quality Assurance (QA) Department and the Animation Study Program of Politeknik Multimedia Nusantara to support project-based learning for semester 2 students. This article aims to link connections between the history of animation as a public service announcement (PSA) with the conduct of project-based learning in vocational institutions, and quality assurance socialization. Descriptions about the history of moving images, project-based learning strategies, and quality assurance socialization are implemented as methodologies to explain the interrelationships among the three. The authors then present a gap analysis regarding the problems in implementing project-based learning faced by the animation study program and the problems faced by the QA department. An action plan is produced to close the gap using existing resources. The result is a descriptive explanation to support the feasibility of how a vocational institution should connect the needs of academic departments and other departments through a collaborative process. In the discussion section, an analysis will be presented of how animation as a medium is capable of transcending the boundaries across departments

Keywords: moving image history, animation, project-based learning, quality assurance in education

INTRODUCTIONS

Animations were given credentials as an effective medium in various campaigns and public service announcements (PSA). It helps to shape and spread information, frame public attitudes, and ensure the roles and responsibilities. As a medium, animation is one of the most resilient and pervasive mediums for spreading ideas (Chen, 2015, Liu and Elms, 2019, Kusumawardhani and Daulay, 2020). History records how animations were utilized as PSA during WW2 in the form of training content, instructions, propaganda and ideological tools to promote and glorify patriotism. The need for this content was very high at that time, resulting in many animation studios in America and Europe switching their production to this region.

This article aims to link connections between the history of animation as a public service announcement (PSA) with the conduct of project-based learning in vocational institutions, and quality assurance socialization.

In a vocational higher education institution, project-based learning to promote links and match with industry

is a must. This results in a gap when the skill readiness of entry-level students must compete to match the industry standard skillset. On the other hand, there is a gap where institutions also need tools to be able to socialize quality assurance. To get around this, an animated video explainer functions as PSA was produced as a project-based learning in collaboration between the Animation Study Program of Polytechnic Multimedia Nusantara with the Quality Assurance Department.

Descriptions about the history of moving images, project-based learning strategies, and quality assurance socialization are implemented as methodologies to explain the interrelationships among the three. The authors then present a gap analysis regarding the problems in implementing project-based learning faced by the animation study program and the problems faced by the QA department. An action plan is produced to close the gap using existing resources. The result is a descriptive explanation to support the feasibility of how a vocational institution should connect the needs of academic departments and other

departments through a collaborative process. In the discussion section, an analysis will be presented of how animation as a medium is capable of transcending the boundaries across departments, so that it can then close the gap.

METHODOLOGY

We try to elaborate 3 disparate topics;

1. a historical approach of animation as instructional guides,
2. Project-based learning in vocational institution.
3. Quality assurance management in higher education

As we have 3 disparate topics with boundary, we try to define the gap which occurs, and try to transcend the boundary by identifying the animation medium beyond its comfort zone, and using the medium to resolve the gap.

Animation as Instructional Guides: A Historical Approach

The image tradition existed before humans knew the writing tradition. The human brain finds it easier to understand images than writing. Honari (2017) argued that the concept of telling stories through moving images has been around for centuries, long before moving image technology

was discovered. When the technology for producing moving images was discovered, the initial moving image industry began to emerge in the early 1900s - as society quickly responded to moving image products. The moving image industry in America and Europe in the 1920s had developed rapidly, marked by an increasing number of moving image productions in the form of cinema feature length films and animated films.

Animation products at that time were dominated by animated shorts, even though efforts to make animated feature length were initiated. The animation style at that time, which tended to simplify forms, apparently opened up new possibilities for using this medium other than as an entertainment medium. The simplification of forms in the animation medium allows the audience to digest the complex ideas behind simple images. This is what caused animation at that time to reach more people across generations, languages and cultures and education. Animation is able to reach a wider audience as well as audiences who lack the ability to read long texts.

Visuals in animation can contain clear and concise information. The visual impact produced in animation is stronger than text or dialogue alone.

During World War II, when the moving image industry experienced various changes in terms of product types and production methods, the animation medium was then widely used as a propaganda tool. Animation with a simple style makes it possible to achieve the need to convey information in the form of manuals, instructional guides or procedures that must be carried out effectively to the wider public.

Many animated films also directed their topic to campaigns and the glorification of war. During this period, Disney and Warner Bros then shifted their business to producing manuals for instructions on the use of war equipment, as well as war training and propaganda needs, such as Warner Bros' Bugs Bunny Nips the Nips (1944), Walt Disney's Education for Death (1944); Blitz Wolf(1942) by MGM Productions; The Ducktators (1942) Warner Bros. Production; Reason and Emotion (1943) Production by Walt Disney. The animated instructionals produced at

that time were the Private Snafu Series (1943-1945) produced by Warner Bros; Lecture on Camouflage (1944) U.S. production Army; Target for Tonight (1941); Don't Be a Sucker (1943); The Mighty Eighth Air Force (1944); Keep 'Em Flying (1941), etc.

Indications of the use of animation as a propaganda medium in Indonesia date back to the Japanese occupation (Kusumawardhani and Daulay, 2020). In 1942, Indonesia was experiencing a transition from Dutch occupation to Japanese occupation. Animation production at that time also played an important role. Communication barriers resulting from very different languages were then overcome by producing moving images as PSAs. Production limitations were then overcome by using a hybrid medium between a collection of footage and a simple animation medium. The result was various PSAs that Japan used to educate and expand war propaganda to the people of its colonies, such as Japanese Language Promotion, a PSA to educate local residents to learn Japanese vocabulary; Food Conservation and Rationing PSA which was produced to educate the public about the importance of

conserving food during wartime by increasing food resource reserves and minimizing food waste; Support for the War Effort, is a PSA to educate the public to participate as soldiers to win the war; Cultural and Ideological Messages, PSAs which function to glorify Asian nations, and Public Safety and Health, PSA which tries to educate the importance of maintaining health and other health procedures for local residents.

The entire PSA was produced using documentary footage combined with simple animation. The use of simple animation here serves as a visual aid, to bridge people from different educational backgrounds, languages and ages. As the time goes by, currently in the context of being a medium for spreading messages and ideas, the use of animation is not limited. Animation has been used in various scientific frameworks, to spread ideas, messages and various campaigns to raise public awareness. Sánchez-Biosca (2018) in his article reviews how the animation medium is strategized to replace images or representations of 'actors' who are victims of tragedy in a documentary

film. The film was then used as an anti-violence propaganda tool.

Project-Based Learning in Vocational Higher Education

Project-based learning (PBL) is an approach in experiential learning which is characterized by active student-centered form of instruction. PBL gives room for students to be more self-regulated in learning, to develop constructive understandings, be familiar with goal-setting, and also emphasize collaboration skills, communication and reflection skills with real-world problems (Kokotsaki, et.al, 2016). Project-based learning is an experiential learning approach that focuses on practical experience and real-world projects which serves to prepare students for the specific needs of their chosen career and any industry which they belong to. Project-based learning is a strategy to get students familiar with working on projects based on needs or requests from clients. The aim is to bring students closer to the practical area, in this case to the industrial area with their scientific background. As the students' soft skills and hard skills develop earlier, they will be able to adapt to the demands of industry and

clients (Dickinson, 2019). To be able to implement project-based learning, the institution needs partners as users/clients of the projects that will be carried out by students.

Project-based learning was introduced to vocations to replace traditional learning methods, and produce creative and innovative graduates (Sadrina, et. al, 2018). Previously, using a different method, Nore and Lahn (2014) used apprenticeship training data to create links and matches with the industrial world. In conclusion, there are many strategies to align education with the demand of the industry, but it will lead to the same goal; to increase the employable rate. Ideally, project-based learning is carried out as early as possible in the first year of study. However the implementation is more complex, since it is related to the foundational skills that are essentials, such as work readiness, expectations and responsibilities.

There were findings from a study conducted by Fakhrunnisaa, and Munadi (2019) it is concluded that the basic competency of graphic design; 2D and 3D animation, audio and video processing are very relevant in the

industry. However, these skills require sufficient time for students to adapt. If this habituation process is not carried out, the result will not be optimal to meet industrial needs. This raises the gap; students in their early years of vocation need time to learn the basic skills to be able to carry out project based learning with external partners. In the context of the animation industry, the complexity of the visual style is usually based on careful considerations from studio capabilities, budget, collaboration team, the producer's style, and the film theme. Institutions and study programs must address this gap, so that project-based learning can still be implemented as early as possible, while still providing space for students to learn the basic skills needed.

The implementation of PBL in each institution will be very different, considering the different factors that each institution has. It is important to be able to observe potential resources in each section, so that they can be used as potential in PBL. Initiatives from the community will make PBL implementation unique from each other (Boss and Krauss, 2022)

Quality Assurance in Higher Education

Quality assurance in higher education has been around the issue for many years. Best practices of quality assurance in education have been implemented in various countries. In Indonesia, the education quality assurance system is mandated through Law No. 12/2012 about Higher Education. Similar to the implementation of quality management in various industries, the higher education quality assurance system can only be successful if it is carried out synergistically by all members of the community across study programs and departments. According to the Council for Higher Education Accreditation (CHEA, 2007), there are several factors that influence quality assurance trends in international university education. The existence of quality assurance in education apart from encouraging competition, also opens up opportunities for students to be able to register at any campus internationally due to the similarity of systems and quality.

Internal Quality Assurance in the institution is managed by the Quality Assurance (QA) Department, while implementation is integrated in the departments and study programs management systems within the polytechnic. This was emphasized by Mursidi (2020) in his article, that the quality of education highly depends on the quality of all management systems run by the higher education institutions. If the implementation of an internal quality assurance system only functions for accreditation purposes, it will only be temporary and will not be able to increase the quality of the institution optimally.

In Indonesia, the implementation of quality assurance is based on a quality assurance cycle under the acronym of PPEPP. Basically, this cycle is similar to the management cycle, PDCA (Plan Do Check Action). The PPEPP is Penetapan, Pelaksanaan, Evaluasi, Pengendalian dan Peningkatan. Simply put, the quality management system ensures all management processes on an institution have gone through this process to produce sustainable quality.

The PPEPP cycle in quality assurance are described as follows:

1. Penetapan (P): is the activity of establishing guidelines and standards that will be implemented by universities
2. Pelaksanaan (P): is the activity of implementing and fulfilling standards.
3. Evaluasi (E): is the activity of comparing the output of standard implementation and fulfillment activities with the reference standards that have previously been established
4. Pengendalian (P): is an analysis activity of the problems which caused the standards were not being achieved, for subsequent corrective action to be taken;
5. Peningkatan (P): is the activity to increase the achievement of standards, if the previous standards have been met.

The PPEPP cycle is a complete cycle in implementing quality assurance in higher education and is an inseparable series in implementing the quality assurance system. Implementation of the quality assurance system is the responsibility

of all departments and study programs which are monitored by the QA Department. The implementation of quality assurance in higher education institutions will be assessed for its feasibility by an accreditation body appointed by the government to ensure that higher education institutions have implemented a quality assurance system in accordance with established standards.

Socialization of the importance of implementing quality assurance in higher education has long been echoed and then mandated in higher education ministerial regulations. The gap that occurs in the implementation of quality assurance is the need to raise awareness from the community regarding the implementation of the quality assurance system, using the material that can be easily comprehended by the civitas. The use of animation medium in socialization materials can help participants understand increasing enthusiasm. Riowati et. al (2020) in her article stated that it is important for the community to be aware of a culture of quality, and proposed that institutions must have programs that are based on

their needs and culture; In other words, the resources owned by an institution can be maximized to meet internal needs

Gap Analysis

The explanation above explains the existence of 2 gaps or problems:

1. There are difficulties in implementing project based learning for students in the first semester of the animation study program by directly involving industry, due to the need for the curriculum and students to be able to learn basic skills and apply them to fields of work with lower complexity.
2. There is a need to raise awareness regarding the importance of quality assurance within departments and study programs, especially on how departments and study programs document all implementation in place, so that these records can be evaluated, corrected and improved.

RESULTS AND DISCUSSIONS

In response to this, the Multimedia Nusantara Polytechnic Animation study program and the QA Department are exploring collaborations. The collaboration methods are:

1. The animation study program plans project-based learning by involving internal clients within the Polytechnic.
2. The QA department acts as a client, and must be able to formulate clients' briefs, which can be achieved using the skill set of semester 2 animation students.

Animated PSA in the form of a video explainer to raise awareness about the quality assurance cycle, is a project that will be handled by animation study program students of Multimedia Nusantara Polytechnic under the guidance of the Animation Study Program and the QA Department. The animated PSA should bridge the needs of both parties; it can facilitate students in applying the skills needed, and on the other hand it can fulfill the needs of the QA department regarding tools to spread awareness of the quality

assurance cycle that must be carried out by the entire community.

The following are details of the action plan carried out by the study program and department in carrying out the following collaborations:

Animation study program is responsible for:

1. Conducting exploration with internal clients in the form of other departments and other study programs
2. Planning student projects that will be carried out in project-based learning
3. Mapping and integrating the assignment of several courses which achievements are in line with the project to be carried out

QA Department is responsible for:

1. Formulating the needs of the department, which can be sought to be met by the skillset of the animation study program
2. Create an outline of clients brief material regarding QA awareness with guidelines as complete and clear as possible so that it is feasible to do with

the abilities of 2nd semester animation students

3. Providing direction in the planning, process and final process of student projects in an educational context

The Animation Study Program and QA Department are responsible for:

1. Reviewing the process and results of student work apart from in the context of clients and providers, as well as in the context of educational implementation
2. Assessing the process and results of student work
3. Supervising the running of projects in an educational context

The result of this collaboration is a product of animated PSA in the form of video explainer which functions as an socialization tool on how the quality assurance cycle should ideally be carried out within the study program and department, so that all activities can be documented. Processes or activities that are well documented will be easier to evaluate and control, so that improvement plans can be carried out well. The

result is a quality journey that is well documented and continuously improved. This motion graphic functions as a means for the QA department to carry out basic quality assurance training at the Multimedia Nusantara Polytechnic.

Animation, as part of the moving image tradition, is often more popular as a viewing medium that presents stories or entertainment. However, judging from its history, animation not only tells stories about animals that can talk, inanimate objects that can move, but can also be a powerful tool for campaigning for war, a medium for teaching a series of steps/stages that must be taken in carrying out a procedure, and even instilling ideology. or certain teachings across languages, across generations and across nations. In the context of the case study discussed, the moving image medium is the answer to the need to educate, as well as the complexity of its production which has a broad spectrum, can be applied at various levels of ability of the creator.

This collaboration can be carried out between departments and study programs which organizationally

serve two different things; QA is a supervisory unit, while the animation study program is one of the academic implementers of the Polytechnic. Each of them has a different scope of duties within the educational institution, but faces real problems in carrying out their duties; problems that apparently can only be solved by collaborating between departments and focusing on the problems at hand.

Animation as a medium whose technical production is studied by animation students, has a diverse spectrum of complexity. Real industries such as animation studios that produce animated films certainly require a more complex production spectrum. However, even at the low scale complexity spectrum, at the student stage they still have to make adjustments in various things, it turns out that the need for moving image media is needed, especially for educational facilities.

The results of the motion graphics produced meet the learning achievement criteria, and the content meets needs. This was achieved through collaboration from both parties; namely the Multimedia

Nusantara Polytechnic animation study program with the QA Department coordinating. The effectiveness of quality assurance motion graphics still needs to be studied further, due to the fact that there are several things that need to be improved in terms of content, as well as the fact that this product has not been tested to be able to educate. The improvement plan is carried out in the form of several things; improving and increasing the number of learning motion graphics, as well as making improvements, while remaining in line with student project based learning practices.

CONCLUSION

The connections between the history of animation as a public service announcement (PSA) with the conduct of project-based learning in vocational institutions, and quality assurance socialization are linked by transcending the boundary of those three disparate topics.

By analyzing the gap from those three disparate topics, an animated PSA in the form of a video explainer is constructed to raise awareness and

socilaization of the about the quality assurance cycle.

The concept of animation medium, is usually understood narrowly, in fact it is able to go beyond its comfort zone. Animation medium can also be utilized to resolve some of the limitations from the disparate area, of the disparate division.

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