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## THE IMPLEMENTATION OF 'WHITE-SPACE' AS A MEDIUM OF CREATION IN IMPROVING VISUAL INTERACTION IN THE LEARNING SPACE OF ELEMENTARY SCHOOL STUDENTS IN GRADE 1–3 IN BALI

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### ABSTRACT

*This research is motivated by the phenomenon of 'white space' implementation as a concept of 'creation medium' in the learning space of elementary school students in grades 1-3 in Bali. The purpose of this study is to comprehend the 'value' of a concept of 'medium of creation' in an effort to further improve the visual interaction. This qualitative analysis with the procedural method begins with data collection through observation of students who are given treatment in the form of a simulation of the implementation of 'white space' as the concept of 'medium of students creation' in their classrooms through 360° video. The results of the study stated that the implementation of 'white space' is very effective as a concept of 'medium of creation' which can provide stimulation for students in the stage of increasing the visual interaction in their learning space. The medium of creation has a 'value' which is able to train the 'freedom' of expression of the students through the implementation of illustrations and colors in the 'white space'. That 'freedom' is able to increase children's creativity so that it indirectly provides a psychological impact on children in an effort to create motivation and increase their learning interest.*

*Keywords : White Space, Interaction Medium, Freedom of Learning, Elementary School*

### INTRODUCTION

The phenomenon of the learning space of elementary school students of grade 1-3 which is until now tends not to have a "spatial interaction concept" in the learning process is a problem that becomes the basic consideration in conducting this research. So far, the involvement of "white space" as a medium for visual interaction in the learning space is only through a "blackboard" which is usually placed at the front of the classroom. Researchers understand that the conditions of learning space interaction so far have not had a newness innovation that is able to provide freedom to students in representing their imaginations. The communication process that occurs in these learning conditions tends to be one-way communication. This means that students will more focus on the blackboard which is considered as an "information center". The students characteristic in learning activities tend to only accept "visual information" which is represented on the blackboard, without any effort to be able to interact by doing a creativity (visual image) freely and independently. Actually, the learning media innovation has been done a lot through a medium in the form of thematic subject books. Until now, many printed and online versions of books have been redesigned to be more impressive, the goal is to try to increase student interaction by involving illustrations and colors as elements of visual stimulation. Researchers understand that to increase students motivation and learning interest, several aspects are needed holistically. One aspect that plays an important role is a stimulation that is able to provide opportunities for students to develop their visual images (organism processes), so that they are able to create creative responses. Creative innovation in the form of the role of 'white space' in the 'concept of space interaction' will be

the main focus, so that the goal of problem solving in this research can be achieved properly. The following will elaborate further on the methods used in the research problem solving stage.

## **METHOD**

The stages of the researcher to be able to find a 'spatial interaction concept' in the involvement of illustration and color as visual stimulating elements, so that it can become an alternative newness in an effort to solve problems in the world of education, So the JC Jones design model is used (Atteng, 2016: 20), namely procedural methods that are descriptive and emphasize the research steps to produce design products. The first stage is to find ideas to solve the concrete problems. The idea is the root of the design which will be formulated in the concept design of the visual interaction design. After the data from the observations of the research subjects have been obtained, the next step is to analyze the data and then conclude it as the results of the research that are holistic. Various data are analyzed for their equivalence and correctness through empirical data, so that the data will be more easily synthesized to become a concept that is ready to be tested in further research. The results of the analysis are the conclusions that are implemented in the "spatial interaction concept" in the involvement of illustration and color as elements of "visual stimulation" in the learning space of elementary school students in grades 1–3 in Bali. This research uses qualitative analysis, so it supports the researcher's understanding on the communication discourse that occurs and the development of visual culture in creating children's interest in learning local cultural wisdom. The implementation of the discourse is actualize through the "interaction concept of thematic space" in the image transition strategy and the strategy in introducing the content of subject to an effort to increase student interest and motivation in the process of interaction in the classroom. The following will elaborate further on data and analysis results.

## **DATA DESCRIPTION AND DISCUSSION**

The researchers understand that the stage of grade 1 - 3 elementary schools is an introduction period to the early stages of basic education. The schoolchildren phase emphasizes the development of physical, motor, emotional, intellectual and social interaction (Latifa, 2017: 194). This development is influenced by their learning environment. The stage of grade 1 is the beginning of the transition of student's thinking paradigm from Kindergarten which is still oriented towards the principles of play to the learning stage of primary school education which refers to the latest curriculum. The transition period should not be straightforward which mean that there must be a transition process that is able to provide a comfortable learning atmosphere. In supporting problem solving of the research through efforts to produce a design of "interaction concept" in student learning spaces in the involvement of illustrations and colors which are expected to help the transition process of children's images, the following describes further the visual interactions in the development of children's character.

### **Visual Interaction in the Development of Children Character**

The implementation of visual stimulation as an element of interaction in the learning process tends to produce a more optimal level of learning, because visuals have a role in building cognitive processes (Nurannisaa, 2017: 48). The development of information technology has led the today's children grow up to be "visual generations". Visual is able to provide stimulation to various kinds of one's abilities in the learning process. Visual contains the profound meaning, so without any words it is able to show a meaning.

Visual stimulation have a very important function in the development of children's thinking process. The thinking process is closely related to the development of a child's cognitive aspects. Cognitive is one aspect of a person's development that is

related to understanding (knowledge), that is, all psychological processes are closely related to how an individual is able to learn and think about his environment (Desmita: 2006).



Figure 1. The Condition of Elementary School Student Learning space.  
(Source: Researcher's Documentation, 2020)

The character development of elementary student refers to cognitive or intellectual aspects. Cognitive development is closely related to the intellectual potential of each individual, that is the ability to think in solving a problem. The cognitive aspect is also influenced by the development of central nerve cells in the brain. Brain function (Woolfolk, 2017: 63 - 64) can be divided into two parts, the left brain and the right brain. The left brain is closely related to the ability to think rationally, scientifically, logically, critically, analytically and convergent (centered). Activities that use a lot of left brain function are reading, counting, learning languages and conducting scientific research. The right brain is closely related to thinking process ability that are intuitive, imaginative, holistic and divergent (spread). Activities that use more of the right brain function are painting, playing music, crafts and design.

Emotional aspects are also part of the children character development of elementary school phase. Emotion has benefits for the physical and psychological development of every child (Hurlock, 1972: 184 - 185). Learning conditions in the classroom are also become an element in supporting children's emotional development, because in the learning process can cause feelings of joy about something, angry with someone or feeling discomfort with the learning environment. The process of interaction in children's learning spaces is a determining factor for emotional development because it is one of the factors that provide learning experiences. The children's learning process is one of the supporting factors for self-maturity (self maturity).

Self-maturity and learning stages are closely related in the process of emotional development. Self-maturity can be achieved if each child has "space" to actualize themselves by fully using and make use all of their potential (talents), has courage to express themselves independently, diligently, responsibly and being able to accept the "reality of life". Learning spaces at the elementary school level, require the implementation of these principles to achieve goals in an effort to create young

generations who are intelligent, independent and have character. The interaction space in the form of "independent expression medium" which is free to express personally but it is open which mean that it can be enjoyed and understood by their learning environment, will certainly increase the child's sense of responsibility in their process of expression. The medium is also able to provide a space for artistic expression, so that in the daily learning process in the school environment, it is indirectly able to balance the application of the left and right brain functions of each child.

The interaction in this research is understood as a problem which until now has not been found a concept of visual stimulation that is able to connect the transition process of children's images from kindergarten to elementary school level. Interaction in this research context also has a role as a more meaningful communication effort between students and teachers in the learning process related to subjects that are appropriate for each level of education. This method is actualized through a 'thematic space interaction concept' in the involvement of illustration and color as an element of visual stimulation in the learning space of elementary school students in grades 1 - 3. The value of interactivity of illustrations and colors was chosen as a basis of thinking in creating a 'concept of spatial interaction', due to the tendency of changes in children's development related to social interaction and understanding of local cultural wisdom, due to the development of science and technology and cultural tourism in Bali. This concept can train students' soft-skills and hard-skills simultaneously related to strengthening children's character so that they can grow up to be smart and independently. Researchers understand that the role of 'white space' in the interaction concept of student learning space is able to support self-maturity and create interest and increase student learning motivation.

### **Visualization of 'White Space' in the 'Concept of Learning space Interaction'**

The actualization of visual language enables more complex information can be presented in the form of images, dig up information and stimulates the development of cognitive abilities to communicate data and concepts. Visual stimulation can help the process of recognizing information (messages) that may not previously be understood or understood easily. A child who has the ability to design, monitor and reflect something through a visual stimulation, then the learning process can be carried out more optimal in the learning space, because there is self-expression of each student that gives a meaning. This meaning is holistically able to provide an emotional bond between the teacher and students in the learning process. The concept of visual interaction is stated to be able to help teachers and students in trying to create and develop their respective visual literacy skills in the cognitive learning process.

Visual learning helps students to be able to integrate new knowledge and critical thinking stages, because cognitive learning emphasizes the learning process which is more child-centered as learners. Evaluation of learning outcomes does not see what can be produced, but more emphasizes in the process or stages that each child goes through in their success to try to organize knowledge as their learning goal. After understanding the principles of cognitive learning theory, it can be understood that through the implementation of "white space" as an integrated learning medium with "thematic space interaction concepts", it is hoped that it will be able to support children's creativity in their learning space. Cognitive learning theory demands an integration of cognitive structure knowledge that children have previously with new experiences as a child's learning process in the process of forming self-maturity.



Figure 2 The Role of 'White Space' in the actualization of the 'Concept of Learning Space Interaction' (Source: Researcher's Documentation, 2020)

Based on the research that has been done, it is understood that the condition of the elementary school students' learning space for grade 1 - 3 which has the concept of "thematic space interaction" in the application of "white space" tends to be able to create the nuance of joy, intimacy, dynamic and interactive. Examining carefully the concept of spatial interaction, it is stated that the involvement of illustrations and colors as elements of visual stimulation in the classroom will help to create interest and increase student motivation. The role of "white space" which is synergized with visual stimulation, make students feel the organism process with the theme of each subject according to their educational level. This visual interaction has a complex role, because it is able to synergize motor, affective and cognitive movements well. The implementation of "spatial interaction concept" can improve the development of the role of students' right and left brain functions synergistically. Eliminating the role of the blackboard in a classroom that is centered into a "white space" which has the characteristic of free to be creative independently but it is "open", thus creating interaction visually and socially between the child and the teacher as well as the child's creativity with the subjects. This spatial interaction concept becomes the finding of novelty or innovation in the process of visual stimulation to produce a response in a child's "learning space interaction concept".

## CONCLUSION

Understanding the "concept of learning space interaction" in the involvement of illustration and color as elements of visual stimulation in the learning space of elementary school students in grades 1 - 3, requires a holistic thinking. Finding the value of interactivity becomes the basis of thinking in creating a 'thematic spatial interaction concept', due to the tendency of the changing of children's behavior development related to social interaction in their daily life processes and the decrease of understanding of their local cultural wisdom, due to the development of science and technology and cultural tourism in Bali. Through strengthening the values of local cultural wisdom, it will be able to create children's character that refers to their respective local genius values with the concept of novelty (follow the development of science and technology).

Based on the research that has been done, it is understood that the 'thematic spatial interaction concept' in the involvement of illustration and color as elements of 'visual stimulation' in the learning space of elementary school students in grades 1–3, in an effort to improve the learning atmosphere that is oriented towards the

image transition process from kindergarten level to elementary school level based on the latest basic education curriculum. The involvement of "white space" as a concept of "creative medium" is able to create an "image space" of elementary school children in grades 1–3 in increasing their creativity. With an increase in visual interaction in the involvement of "white space" as a medium of student creation and the process of actualizing their images is able to create interest and increase student motivation to learn in their learning space. Visuals that are well managed in the learning process can improve students' abilities in an effort to use the knowledge they have before to learn new knowledge, so that each child is able to develop self-maturity in an intelligent and independent manner and has character.

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