

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

This study sought to investigate the tasks performed by graduates of a visual communication study program in the workplace, to reveal the relevance of the tasks identified to the curriculum of the research site, and to identify the tasks that reflect the characteristics of agile learning. The approach developed was distinctive in two senses. First, it was distinctive in terms of principles synthesized, taken from other areas of theory related to task-based needs analysis, language curriculum, and agile learning characteristics. Second, it was distinctive in relation to the use of a task-based needs analysis with a visual communication study program, whereas previously most uses of the need analysis have been with medical, law, and engineering fields. The conclusion of the study will be provided below.

5.1 Conclusion

Based on the data presented in the previous chapters, in line with the research questions as mentioned in Chapter 1, the study concludes as follows.

First, regarding the tasks, the result of the study indicates that tasks performed by the graduates in the workplace include providing verbal information, juxtaposing verbal and visual information, making recommendations, solving problems, and online communication. Factors that complexify the tasks include using complex sentence structures, multiple modes, exchanging opinions, unavailable planning time, multiple tasks, and unfamiliarity.

Second, regarding the relevance of the tasks to the curriculum, the data from this study indicate that there are tasks relevant to the curriculum which are already taught or experienced by the students over their study in the visual communication study program. The tasks include providing verbal information through writing captions, juxtaposing verbal and visual information through designing a leaflet, and making recommendations through presenting designs orally. The tasks that are irrelevant to the curriculum include solving problems and doing online

communications. From the data above it can be said that the curriculum is partially relevant to the tasks performed by the graduates.

In relation to the characteristics of learning agility, the tasks reflected three characteristics of learning agility. First, change agility is to do with experiments or trying out new ideas (Galés & Gallon, 2019). The agility was reflected through the use of references to keep following the design trends and learn various topics to be visualized. Second, mental agility that refers to dealing with complexity (Galés & Gallon, 2019). The designers integrated diverse modes such as images, moving images, sound, spoken narration, etc in their visual communication design. Third, people agility that shows their communication skills with diverse people. Meanwhile, result agility and self-awareness agility were not found in this study. The result agility was not relevant to the tasks since the tasks performed by the graduates in the workplace were not done in the first-time situation. The self-awareness agility was not relevant to the tasks since the tasks were made based on the briefs, hence the strengths and the weaknesses of the graduates were determined based on the tasks that they designed, from the clients' or superiors' perspectives.

There are five things recommended in this study. First, in the curriculum, tasks related to problem solving and online communication should be given to the students. Second, tasks are sequenced from simple to complex based on the complexity factors to meet occupational language demands and promote students to be agile in the workplace. Third, technology is integrated into the learning activities to promote collaborative learning in online settings that simulate tasks in the workplace. Fourth, the task-based needs analysis should be progressively done to give input for pedagogical tasks and curriculum development to better prepare students for performing occupational tasks. Lastly, learning materials should promote agile learning.

5.2 Limitations of the Study

This study is limited in terms of the method. Both domain experts and domain novices should ideally be investigated using qualitative and quantitative

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methods. The use of a single method may decrease the reliability and validity of the data. However, there are some strategies which were used to address this issue. First, there was a preliminary interview with a subject specialist in the field of visual communication design to validate the instrument used in this study. Second, to avoid the ambiguity, and increase the validity and reliability of the data, the instrument in the form of interview questions was piloted to two participants that have similar characteristics of the real participants. Moreover, this study employed multiple sources and multiple interview sessions in terms of the data collection, allowing triangulation of information from different sources. Documents related to tasks in the workplace and documents related to curriculum in the research site were also collected to be analyzed. In addition, the consent to conduct interviews with the lecturer could not be confirmed due to limited access and time in a pandemic situation.

5.3 Recommendation for Further Studies

The findings confirm that the tasks identified are partially relevant to the curriculum in terms of providing verbal information, juxtaposing verbal and visual information, and making recommendations. Meanwhile tasks related to problem solving, and online communication are not provided in the curriculum. The findings of this study suggest the values of the task-based approach in identifying target tasks in the workplace and giving input for curriculum development in visual communication design study program. Therefore, the task-based needs analysis should be progressively done in Indonesia, especially in various fields which are still understudied such as visual arts, to give input for pedagogical tasks and curriculum development to better prepare students for performing occupational tasks.

Additionally, given the limited participants involved in this study as mentioned in Chapter 3, Section 3.2, it is recommended to involve lecturers, employers, and human resource managers in the task-based needs analysis. Additionally, it is recommended to include quantitative data for further studies. The use of a quantitative method or mixed methods will reach extensive coverage of the

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study. Moreover, in relation to Tyler's rationales (Emilia, 2021) that achieving learning objectives is difficult (Pinar et al., 2014), there should be further studies conducted to identify whether or not the criticism on Tyler's rationales regarding learning objectives can be justified. In terms of the agile teaching, there should be further studies conducted to investigate the agile teaching in the ESP classrooms.

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