

## Empowering creative ideas in advertising storyboards: Using group learning and TGT to implement cooperative learning theory

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### KEYWORDS

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**ABSTRACT** To show how cooperative learning models can inspire original thinking and lead to improved performance. This research aims to detail how and why Team Games Tournaments (TGT) are used to help students in Advertising courses develop the skills they need to succeed in employment. The research was conducted at Bantara University in the province of Central Java, Indonesia. Participants included undergraduate students enrolled in advertising classes, graduate students teaching advertising, and professionals working in the advertising industry. "Semi-directive" interviews and observations were used to gather information for the research. Students who are members of the advertising storyboard design task team and the advertising storyboards they create are the main material for this research. The research results found that when cooperative learning theory was used in the form of group learning and TGT, students were more involved, enthusiastic, open, and active in carrying out their respective roles, respected each other, cared, and controlled their emotions towards each other and the subject matter. Students who participate in TGT and other forms of collaborative learning are also more likely to take risks when expressing their original ideas and opinions. Students can achieve the highest level of competency through the use of cooperative learning theory, which is realized in the form of group learning and TGT. The task force's efforts demonstrate this by acting as an advertising company and producing original work in the form of various storyboards for advertisements. Based on the skills taught in advertising classes, students can effectively create textual and graphic advertising storyboard designs.

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### 1. INTRODUCTION

The problem of community empowerment through the educational process includes activities in all lines of school, from elementary school to university (Bedregal-Alpaca, 2020). These activities require innovation and creativity in learning models that can create student intelligence through learning outcomes that include knowledge, skills, expertise, and mental attitudes. This is considering that the availability of sophisticated technology, adequate facilities, and infrastructure does not mean the loss of educational problems in developed and developing countries, including Indonesia, which still faces many educational problems in increasing the intelligence of its people (Daujotiené, 2020). Therefore, strategies for growing and building the quality of education that can be done by choosing learning models and innovative learning methods are needed to help overcome problems in the world of education (Harianto, 2020). In addition, making curriculum changes, improving the quality of facilitators through workshops, and adding laboratory facilities and infrastructure are also important (In'am, 2020). These efforts produce educators who can deliver useful innovations for students. Educators who can

be facilitators, dynamists, motivators, and mentors who can plan, process, and evaluate empowerment activities are very important in the educational process of various knowledge (Mardikanto, 2010).

One of the fields of science taught in universities, especially in the Communication Studies Program, is the science of advertising, which is packaged in advertising courses. Advertising, among others, is useful for increasing the brand and has the function of selling or increasing the sales volume of a product. In advertising courses, students are required to have the ability and expertise to the level of skills in marketing communications, especially in producing creative advertising works. For this reason, students are trained to use the mindset, taste, soul, and common sense systematically, critically, and creatively, individually or together in a work team. Here, lecturers must use appropriate theories and learning models to educate students to collaborate, discuss, and share ideas in various advertising creations (Suryono et al, 2020). In advertising lectures, learning models and methods that can give students the flexibility to explore themselves independently or in groups are needed to generate and maximize students' creative ideas. Effective learning models and methods will

be able to grow the active role of students, and one of them is cooperative learning models and methods. Theoretically, cooperative learning models and methods make it possible to create creative ideas through collaboration, group discussions, sharing ideas, and group communication (Azizah & Susanto, 2021).

The cooperative learning model is a learning process in small groups of 4 to 6 students to collaborate, discuss, communicate, make plans, and solve problems to produce common goals (Negara, 2020). The application of cooperative learning theory, which is a student-based constructivism learning process (Wirakusumah, 2021), can encourage students to play an active role and provide mutual support between group members to solve problems. Problem-solving here answers cognitive questions and involves emotions, mental attitudes, and skills (Mulyawan & Prabawanti, 2021). Students can obtain the implementation of constructivism theory in the learning process of advertising science if they can accept new things from lecturers or instructors, which involve knowledge experience and then rearranged individually or jointly by students in a new context. One of the main objectives of learning advertising courses is to help students find creative ideas for creating advertising messages through a cooperative learning process through group work and group communication. These activities are directed at growing the capacity of individuals and groups to implement knowledge, skills, and expertise individually and collectively in producing advertising messages (Anas et al, 2021). The implementation of cooperative learning theory is included in innovative learning activities because it can stimulate students to think independently and think together in a group to solve problems. In this theory, students attract each other by providing assistance and support to create common goals and increase the capacity of shared resources (Negara, 2020).

The team games tournament (TGT) model is one form of cooperative learning theory implementation. In this TGT model, all individual students in each group are expected to strive to appreciate and absorb the material being studied and are always enthusiastic in working in groups so that when asked to provide answers, they can play a positive role in generating values for the group (Mukminah et al, 2020). The strength of this TGT model is that learning activities require healthy competition between groups, which will be shown by group achievements so that students are required to dare to compete and create solid groups (Marhayani & Wulandari, 2020).

In the learning process at the Communication Studies Program at the University of Veteran Bangun Nusantara, the problem that arises in the classroom is that lecturers still implement monotonous, conventional learning theories, such as using lecture methods, summarizing, and giving assignments. This learning method causes boredom to students because lecturers dominate learning time while students are passive. The assignment method also causes learning to be imposed on students without a thorough reflection and evaluation (Mahmuda, 2020), so lecturers have difficulty seeing learning outcomes in the form of knowledge, skills, expertise, or mental attitudes. In addition, learning activities in today's classrooms tend to focus on lecturers. At the same time, students are not very involved, so students' activity in learning activities tends to be low, and in generating creative ideas is also very limited (Wally et al, 2020).

Creative ideas are very important in learning advertising, where students must be able to create unique ideas that are different from existing ones to advertise a product or brand (Suwignyo & Fatra, 2021). Here, implementing cooperative learning theory with the TGT model can stimulate students to come up with big ideas in advertising a product compared to implementing conventional learning theory (Monariska et al, 2021).

Students' creative ideas, among others, can be in the form of several alternative messages offered to producers or advertising agencies so that these messages can improve a brand's image and increase sales volume (Suryono et al, 2020). In addition, innovative thinking is also based on looking for references, comparing, discussing, and brainstorming so that creative ideas will be created that have unique, distinctive, and differentiating elements (Purwaningwulan, 2020).

Implementing cooperative learning theory with the TGT model can be used to generate and grow creative ideas, develop an understanding of advertising science, and increase creative creativity to generate contemporary ideas for solving problems. Creative creativity will be able to produce a deep understanding of advertising science and create creative ideas in the field of advertising creation (Wirakusumah, 2021). The mental attitude of students with superior creativity will encourage them to create monumental works that can solve the problems of business people in improving brand image or increasing sales volume. Implementing cooperative learning theory with the TGT model can encourage students to always develop themselves by surfing for free references in their efforts to generate creative ideas through group collaboration.

The phenomenon of creative creativity in solving problems can be realized through the activation of thinking, unique thinking, thinking deviant or different from others to obtain new original ideas through creating works together. In addition, creative creativity is a smooth, original, and detailed thought process (Suryono, 2019). The ability to think fluently can be seen in the ability of students to produce answers or solve problems quickly and precisely. The ability to think flexibly can be seen in the ability of students to generate ideas, answers, and questions that vary or see problems from different perspectives. Original thinking skills can be seen in the ability of students to find or describe something new and unique with their thoughts. Detailed or elaborative thinking skills can be seen from the ability of students to develop ideas or answers by carrying out detailed steps (Gustientiedina & Jalinus, 2020). In the TGT model, the stages of achieving overall competence can be seen from the ability of students to understand advertising concepts, how to find unique and original creative advertising ideas, making advertising works in the form of advertising storyboards, advertising texts, advertising illustrations, and the ability to present advertising works in front of tournament forums.

## 2. METHOD

### 2.1 Research Design

This study uses a qualitative descriptive research design. Sutopo said that qualitative descriptive research is a study that leads to a detailed and in-depth description of the condition portrait of what happened according to what is in the field of study (Sutopo, 2006). Added by (Denzin & Lin-

coln, 1994), qualitative descriptive is a method to describe and explain the activities or objects under study related to studying phenomena in more detail or distinguish them from other phenomena (Denzin & Lincoln, 1994).

## 2.2 Research Sites

The research location is at the University of Veterans Bangun Nusantara, Sukoharjo Regency, Central Java Province, Indonesia. The object studied in this study was implementing cooperative learning theory through the TGT model to develop students' abilities to generate creative ideas in advertising.

## 2.3 Types and Sources of Data

The subjects or participants of this research are lecturers of advertising courses, students who take advertising courses, advertising practitioners, and education practitioners. The data analyzed is qualitative or not in numbers but in words. The data in this study were extracted and combined from two sources, namely primary and secondary data sources. The primary data sources in this study were students of the Communication Studies program at the University of Veteran Bangun Nusantara, the creative team from the student advertising agency, advertising experts, education experts, and work documents in the form of advertising storyboards. The secondary data source is in the form of an outline document of learning advertising courses.

## 2.4 Data Collection Techniques and Instruments

Data collection techniques in this study used interviews and observation. Interviews were conducted by researchers with students who took advertising lectures using cooperative learning models, advertising experts, and education experts. Observations were made in the form of observing learning activities and group activities when doing assignments, finding creative ideas, and the results of the work in the form of creative ideas for advertising storyboards. The instruments used are interview guides and observation guides.

## 2.5 Data Validity Test Technique

The validity of the data is determined by using source triangulation techniques and method triangulation, namely, how to check the validity of data in qualitative research by utilizing different sources or using several different methods (Moleong, 2011).

## 2.6 Data Analysis Technique

Data analysis was carried out inductively using a circular interactive analysis method consisting of three main activities: data reduction, data presentation, and conclusion (Miles & Huberman, 2012). In the interactive analysis model, the three activities form an interactive cycle where each activity is not carried out chronologically but complements each other (Sutopo, 2006).

# 3. RESULT AND DISCUSSION

## 3.1 Result

The seven task groups in the Advertising course are: (a) Flamingo Advertising, (b) One Creative Advertising, (c)

Dassa Creative Production, (d) Bhineka Advertising, (e) Bengawan Fishing Creative, (f) Stay. Co Advertising, and (g) Toroo Creative Present. The group's task is to apply the lecture material that the lecturer has given to design a product advertisement story. The results of the work of the task team will be used to measure competency achievements and contested between groups. From the results of observations of the work of the seven teams, it was obtained that each group could produce creative ideas for advertising storyboards that were displayed in the form of text and visualization sequences of advertising storyboards.

### 3.1.1 The Flamingo Advertising Group

The Flamingo Advertising group generated creative ideas for advertising storyboards for fish food products under the "Donking" brand in Figure 1.

Source: Flamingo Advertising Creative Team

The task team, called themselves "Flamingo Advertising", produced an ad story design in the form of a full-text ad story sequence. Although the team's work did not provide time duration and audio descriptions, the sequence of the visual stories was by the advertised product, namely advertising feed for fishing with the "Donking" brand.

### 3.1.2 The One Creative Advertising Group

The One Creative Advertising group generates creative ideas for the "Rena Salt" product advertising story. In drafting the storyboard concept, the group used a SWOT analysis strategy consisting of (1) Strength (excess): low sodium, healthier, high in iodine, higher quality; (b) Weakness (lacking): the price is more expensive than other products; (c) Opportunity: the market segment is clear, the community very much needs table salt; and (d) Threats (barriers): competition for well-known brands, many competitors offering the same quality, and the quality of raw materials is threatened to decline due to seawater pollution. The story of the advertisement for the product "Garam Rena" is: on a sunny morning, a family goes for a walk on the beach. The family has a father, a mother, children, and a grandfather. Next, suddenly the mother shouted, "Rena is missing".

### 3.1.3 Father, son, and grandfather gawked at mother

Spontaneously, the family members then looked for Rena on the beach. Then, the grandfather found Rena on the beach. Then the grandfather shouted, "Rena is found". Then, other family members approached the grandfather.



FIGURE 1. Donking Ad Visual Story Sequence)





FIGURE 2. The Visual Story Sequence of Rena's Salt Ad

Suddenly, the mother said, "Let's cook". Immediately, the father took out his cooking utensils, and the mother began to cook. All the family members ate together, and suddenly the grandfather stood up while lifting his stick and sang, "Rena-Rena is strong in spirit," followed by other family members, "Strong soul".

The following is a visualization of an advertising story produced by a task team called "One Creative Advertising," Figure 2

Source: One Creative Advertising Creative Team

One Creative Advertising, using a swot analysis strategy to compose an advertising story for salt products with the brand "Rena". The ad text story sequence has voice or audio captions, duration, and visual sequences. The design of the advertising story produced by this task team is based on the targeted competencies in the Advertising course.

### 3.1.4 Dassa Creative Production Group

Dassa Creative Production group generates creative ideas for the story of the product advert for "Rena salt". Dassa Creative Production, Visual Story Sequence for Garam Rena Advertisement, contains the text of the advertisement story and the image of the advertisement story.

Source: Dassa Creative Production Team

### 3.1.5 The Bhineka Advertising Group

The Bhineka Advertising Group generates creative ideas for the advertisement story for the "Rena" table salt product with the following text and visual sequence of advertising storyboards.

Bhineka Advertising displays product descriptions of table salt with the brand "Rena". The order of the story of the ad text, without being equipped with voice/audio descriptions and duration. The visual story sequence consists of images and advertisement scripts that can represent the advertised product, namely table salt with the brand "Rena".

### 3.1.6 Bengawan Fishing Creative Group

Bengawan Fishing Creative group generates creative ideas for advertising storyboards for fishing bait products with the brand "Bengawan Fishing". The order of the text and visual stories of the advertisements.

Bengawan Fishing Creative produces advertising storyboards in the form of text sequences and visual advertisements in the form of fishing bait images with the

brand "Bengawan Fishing". The resulting text and image sequences represent the advertised product.

## 4. DISCUSSION

Based on the results of research on the implementation of cooperative learning theory in the form of group learning and TGT, it was found that group learning makes the learning atmosphere more open, active, and able to express creative ideas and think more critically and rationally. This is by what was conveyed by (Casey, 2020), that cooperative learning can increase mutual openness among students. It raises mutual respect for differences in mindset, opinion, cultural and religious differences among students. In addition, through cooperative learning, students individually and in groups can do thinking adventure learning and taste adventures to produce creative works that have art and strong advertising story power; learning through experience, cooperative learning, and gamification will produce students who have a positive mindset, more open, resilient and tough mental attitude, and effective interpersonal communication skills (Prieto, 2020).

Cooperative learning makes the learning atmosphere more fun, and students are more enthusiastic. This is the opinion of (In'am, 2020) that the cooperative learning model with the Teams Games Tournament can create self-confidence and enthusiasm for student learning. TGT can stimulate teaching and learning interactions in a better direction and improve learning quality. (Cámara-Zapata, 2020) reinforces that education involving the community positively affects students' persistence in generating ideas and opinions in the learning process. The interaction effect between TGT teaching strategies increases learning motivation (Luo, 2020).

In addition, cooperative learning can accelerate and improve the student's learning process in developing mindsets and mental attitudes and producing expertise and skills. This is to Suryono's research findings that the Sales Tournament (part of cooperative learning) is a competi-



FIGURE 3. The Visual Story Sequence of Rena's Salt Ad

tive activity in selling products, which is very meaningful for empowering the mental attitude and mindset of MSME actors. Specifically, it aims to improve the development of MSME groups in terms of developing mental attitudes, faith, mindsets, and beliefs of MSME individuals and organizations, which are in the form of feelings of rejection such as not being allowed, being rejected, not being trusted, not being given the opportunity, a little lack of trust, being reprimanded, being hindered. , should not sell, confused, appear courageous, seek inspiration, perform dhuha prayers, have an optimistic attitude, reckless, complaining, mutually reinforcing, shadaqoh, positive thinking, be willing to be a courier, and honest nature (Suryono et al, 2020). This is almost the same as what was conveyed by (Namaziandost, 2020), that cooperative learning is useful in supporting fluency, speed, and fluency and improving skills.

Cooperative learning can improve student achievement. TGT can stimulate teaching and learning interactions in a better direction and improve the quality of learning (In'am, 2020). TGT cooperative learning can increase mathematics learning outcomes in elementary schools (Muslim, 2020). The findings show that the cooperative learning model through TGT can increase active participation and student learning outcomes. The increase includes elements: visual activity, oral activity, listening activity, writing activity, motor activity, mental activity, and emotional activity (Nainggolan, 2020). The findings show that the TGT strategy effectively enriches students' performance in mathematics, engages them in knowledge and behavior, and motivates them to learn mathematics (Capinding, 2020). However, different results were found from learning using social media groups. The different findings indicate that students have used WhatsApp to learn, but the WhatsApp group has not been used optimally. The WhatsApp group is by the need to improve skills in this field of business, such as 1) developing business thinking skills, 2) managing thinking patterns, 3) planning goals, 4) increasing product and brand value, 5) implementing the Sky Marketing business strategy (Suryono, 2019). The research findings show that the level of student involvement is relatively low in the relevant expertise community (Suryono et al, 2020).

## 5. CONCLUSION

Based on the study's results, it can be concluded that implementing cooperative learning theory in group learning and TGT produces a more pleasant learning atmosphere. Students are more enthusiastic, open, and active in carrying out their respective roles, respect each other, care for each other's feelings, and control emotions. In addition, in group learning and TGT, students are more daring to express their creative ideas and thoughts and think more critically, positively, and rationally.

The learning process using cooperative learning theory in group learning and TGT can help students achieve maximum competence. This is shown by the task force's work, which calls itself an advertising agency and produces creative works of various advertising storyboards. Students can make good textual and visual advertising story designs according to the competencies targeted in advertising courses.

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