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Student Skills in Operating CorelDraw 2020 Application on Class XI DKV SMKN 4 Samarinda

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Abstract— This research is descriptive qualitative in nature and was conducted during the 2023/2024 academic year on the topic of operating CorelDraw 2020. The subjects of this study were 34 students from class XI DKV 2. The object of the research was the students' skills in operating CorelDraw 2020, categorizing them as very skilled, skilled, or less skilled. The research activities included observation, practical tests, interviews, and documentation. Data analysis techniques involved data reduction, data presentation, and triangulation. Based on the research results and discussions, it can be concluded that the skills of class XI students at SMK Negeri 4 Samarinda in practicing exercises related to operating CorelDraw 2020 are generally skilled. Specifically, it was found that 11 students were very skilled, 13 students were skilled, and 10 students were less skilled in operating CorelDraw 2020. Factors contributing to the less skilled performance of some students include a lack of active participation in lessons, not following the teacher's demonstration steps, and not actively asking questions or taking notes on the material. On the other hand, the factors contributing to the skilled performance of students include regularly reviewing lesson materials at home and using tutorial videos for learning. Generally, students struggled with tasks such as managing outlines, combining objects, inserting objects using PowerClip Inside, positioning objects with shortcuts, using the Artistic Media tool, trimming objects using other objects, and using LiveSketch.

Keywords— Descriptive qualitative study, CorelDraw 2020, Skill assessment, LiveSketch, High school students.

I. INTRODUCTION

In the implementation of education programs at Vocational High Schools (SMK), practical learning is paramount in the learning process. Through practical learning, students can master optimal job skills. Vocational High Schools (SMK), as regulated by Indonesian Government Law No. 20 of 2003 (Direktorat Jendral Pendidikan Dasar dan Menengah, 2017), aim to produce educated and trained workers in various fields. Therefore, computer literacy is mandatory for students so they can compete in the job market and enhance their knowledge and skills, making them skilled, educated, and professional.

Basic graphic design lessons at SMKN 4 Samarinda are part of the Visual Communication Design (DKV) program. The curriculum, which uses vector image processing software like CorelDraw, directs students to become more skilled, creative, and innovative in producing design works (Afriliana & Budihartono, 2018; Arumi & Burhanuddin, 2018; Prasetyo Siswirawan et al., 2023; Wulandari, 2015). There are several research that already been conducted that use CorelDraw as tool to train student graphic design skill(Afdillah, 2020; Hadi et al., 2022; Kris et al., 2021; Purnawirawan, 2020; Refnitasari et al., 2023; Rondo et al., 2023; Setiadi et al., 2023; Yanto et al., 2022; Yuniar, 2022; Yunita, 2018). According to(Yunita, 2018) graphic design is a form of visual communication that uses images to convey information or messages effectively.

This research was conducted at SMKN 4 Samarinda, which offers specialized programs in Accounting, Banking, Management, and Visual Communication Design (DKV). The school is equipped with facilities such as computer labs, making it suitable for research. The subjects of this study are the 11th-grade Visual Communication Design students.

Assessment plays a very important role in learning, which must be mastered by teachers (Basuki & Hariyanto, 2014; Yunita, 2018). By evaluating learning outcomes, skills achieved in specific subjects can be identified. Through evaluation, teachers can always assess students' progress in mastering the material taught. According to Rebber (Ramli, 2012)skills are the ability to perform complex and well-organized patterns of behavior smoothly and appropriately to achieve certain results. These skills support student performance in teaching and learning.

Based on observations with the Graphic Computer teacher, as shown in Appendix 5 on page 92, it is known that the school facilities for graphic computer learning are not yet adequate, so each student brings a laptop to

practice at school. From the observations and information obtained from the teacher at SMK Negeri 4 Samarinda, it is known that some students still find it difficult to practice operating CorelDraw 2020. The reasons include inadequate school facilities for practicing the learning material, students' lack of focus during the learning process, and their lack of skill during practice due to insufficient understanding of how to operate the CorelDraw 2020 application. As a result, some students' learning outcomes do not meet the minimum competency threshold of 75.

The teacher covered topics such as shortcuts, fitting text to a path, mirror text, and PowerClip Inside, as shown in Appendix 2 on page 64. The teacher gave a practical test on logo design to assess skills, with the results showing that the average score for class XI DKV 1 was 80.89, and for class XI DKV 2, it was 77.25, as detailed in Appendix 4 on page 90. The researcher has prepared additional material, found in Appendix 3 on page 77, and plans to teach additional topics such as using the Weld feature, simplifying overlapping objects, creating lines with the artistic media tool, trimming objects, and using LiveSketch.

Based on the conditions described above, the author intends to research and raise the title "Students' Skills in Operating CorelDraw 2020 Application in Class XI DKV (Visual Communication Design) at SMKN 4 Samarinda," with the results later serving as a reference for further material to be mastered by students.

II. Literature Review

A. Student Skills

The term "skills" originates from the word "skilled," which means capable or competent in performing tasks. Skills refer to the ability to complete tasks efficiently (Direktorat Jendral Pendidikan Dasar dan Menengah, 2017) According to Rebber (Ramli, 2012), skills are the ability to perform complex and well-organized behaviors smoothly and purposefully to achieve specific results. Vembrianto (Moleong, 2010)explains that skills can be understood in two ways: narrowly and broadly. In the narrow sense, skills refer to simplicity in behavior, while in the broad sense, they encompass social skills and knowledge.

According to Gagne (Sutikno, 2014)there are two types of skills: intellectual skills and motor skills. Intellectual skills involve learning concepts, principles, and problem-solving, all of which are acquired through the material presented by teachers in school. Motor skills refer to the ability to perform and coordinate movements involving muscles.

The Liang Gie (2007)describes learning skills as a set of systems, methods, and techniques to flexibly, efficiently, and effectively acquire the knowledge provided by teachers. learning skills are acquired by individuals through continuous practice, encompassing cognitive, affective, and psychomotor aspects.

III. Methods

A. Research Method

This research uses a descriptive qualitative research method. According to Bogdan and Taylor (Kaelan, 2005), descriptive qualitative research produces descriptive data in the form of words or notes related to meanings, values, and understandings. (Moleong, 2010) states that qualitative research uses a natural setting, aiming to interpret phenomena that occur and is conducted using various available methods.

Based on the research objectives, the data analysis technique is descriptive qualitative research. According to (Miles et al., 2014), data analysis consists of three sequential activities: data reduction, data presentation, and conclusion drawing.

1) Data Reduction: This is the process of selecting, simplifying, and transforming raw data from written field notes. Information obtained from interviews is compiled into complex notes, and through reduction, the researcher extracts the essential data points.
2) Data Presentation: This involves organizing the information collected in a way that allows for drawing conclusions and taking action. Data is presented in narrative form, tables, and graphs. By viewing the presented information, one can understand what is happening and what actions need to be taken.
3) Conclusion Drawing: The final activity in data analysis involves drawing conclusions based on the systematically processed information, allowing the researcher to make inferences from the conducted research.

B. Subjects and Objects of Research

The subjects of this research are the 11th-grade students in the Visual Communication Design program at SMK Negeri 4 Samarinda. The object of the research is the students' skills in operating CorelDraw 2020.

C. Data Collection Techniques

The data collection techniques used in this qualitative research are as follows:

1) Observation

Observation is complemented by an observation guide used to monitor the learning process. In this research, the author observes ongoing learning activities by noting student behavior in responding to or listening to lessons delivered by the teacher, observing teaching methods, and how the subject teacher answers questions. Observations are conducted at each computer unit by watching students use the CorelDraw 2020 application provided by the teacher. After the activities, practical and written tests are administered. Through these tests, the researcher will assess the students' skills in using the CorelDraw 2020 application.

2) Testing

Testing in education, according (Basuki & Hariyanto, 2014),is a systematic, valid, reliable, and objective assessment tool or research method to determine students' proficiency, skills, and knowledge level regarding the

subject matter, in the form of tasks or problems that students or groups of students must solve. From the performance test results, the researcher can gauge the students' skills in operating the CorelDraw 2020 application.

3) Skill Assessment Criteria

Criteria are established to measure students' skills in practicing the use of CorelDraw 2020.

4) Interviews

Interviews are used to ascertain students' skills through Q&A sessions with several students during class. The researcher interviews six students who are respondents, examining the practical test questions on students' skills in operating CorelDraw 2020. These results identify students who are less skilled and do not understand how to use CorelDraw 2020. Additionally, the subject teacher is interviewed to verify the practical test data.

5) Documentation

Documentation involves collecting supporting data to confirm information obtained from observations and interviews. Documentation is conducted by reviewing notes, archives, and documents related to students' skills. Based on this documentation, it is hoped that students' skills in using CorelDraw 2020 can be identified.

D. Validity Testing

The researcher employs method triangulation to validate the data. Method triangulation involves comparing information or data obtained through different methods. In qualitative research, the researcher uses interviews, observations, and documentation to obtain accurate information and a comprehensive overview of specific information.

E. Data Analysis Techniques

Based on the research objectives, the data analysis technique used is descriptive qualitative research. According to (Miles et al., 2014), data analysis consists of three sequential activities: data reduction, data presentation, and conclusion drawing.

1) Data Reduction

Data reduction refers to the process of selecting, simplifying, and transforming raw data obtained from field notes. Information gathered from interviews is collected in complex notes. Through the reduction process, the researcher distills the essential data points.

2) Data Presentation

Data presentation is the organized assembly of information that allows for the drawing of conclusions and taking action. Data is presented in narrative form, tables, and graphs. By examining how the information is presented, it becomes clear what is happening and what actions need to be taken.

3) Conclusion Drawing

The final activity in data analysis is drawing conclusions based on the systematically processed information. This step involves synthesizing the findings from the research to formulate a coherent conclusion.

IV. Results And Discussion

A. Teacher Activities

The teacher begins the lesson with greetings and prayers, then asks students about absences and their reasons. The teacher then communicates the learning objectives and presents the lesson material gradually. If students do not understand, the teacher encourages them to ask questions. When students ask questions, the teacher explains the material again. Additionally, the teacher assigns practical tasks, guiding and directing each student by walking around to ensure they develop the necessary skills while practicing the taught material. After the practical tasks are completed, the results are compiled into a single file to be submitted to the teacher. At the end of the lesson, the teacher motivates the students to be more enthusiastic about learning and concludes the lesson with a farewell greeting.

B. Student Activities

Observations during the learning process revealed that some students did not pay attention when the teacher explained the material and presented it in a practical form, especially those sitting at the back who were chatting with friends or using laptops unrelated to the lesson. Some students could not practice the material directly because they did not bring laptops, or their laptops did not meet the multimedia standard specifications. When the teacher allowed students to ask questions, only a few actively participated; many were busy with their own activities. When the teacher reviewed the material, several students could not answer because they had not paid serious attention. Some students did not provide complete answers because they did not take notes or follow the process from the beginning. During the practical tasks, it was observed that some students worked independently, some did their best, and some did not participate in the tasks assigned by the teacher.

C. Student Criteria

Based on the results of the practical tests, students are considered skilled in using CorelDraw 2020 if they achieve a minimum score of 70. The criteria for the skills acquired by the students can be presented as follows:.

Table 1. Student Skill Criteria

Skill Category	Number of Tasks Completed
Very Skilled	7 to 8
Skilled	6 to 7
Less Skilled	Less than 6

D. Student Categories

To determine the overall skills of students in practicing tasks related to operating CorelDraw 2020, the following list show the categories of the student based on the student skill criteria:

1) Very Skilled: 11 students that able to complete 7-8 practical tasks.
2) Skilled: 13 students that able to complete 6-7 practical tasks.
3) Less Skilled:10 students that able complete fewer than 6 practical tasks.

E. Test Result

Table 2 shows, the distribution of students' skills in practicing practical tasks using the CorelDraw 2020 application:

Table 2. Distribution of Students Skills

Question Number	Explanation	Categories			Number of Students
		VS	S	LS	
1	Creating a square object	34	0	0	34
2	Combining objects	4	17	13	34
3	Inserting objects into other objects	17	0	17	34
4	Using Shortcuts to adjust object positions	3	31	0	34
5	Cutting overlapping objects	8	6	20	34
6	Cutting objects using objects	15	19	0	34
7	Adding design attributes	26	0	8	34
8	Saving files	34	0	0	34

Below is the sample of output from using CorelDraw 2020

Figure 1. Creating object

From the figure 1 it is that students are very skilled in creating objects, which means they can use the Rectangle tool, create a square object, and then remove the square corners using the Shape tool. Based on the practical test results, it is known that there are no students categorized as skilled and as less skilled in practicing object creation.

(a) (b) (c)

Figure 2. Combining Object
(a. Very Skilled, b. Skilled, c. Less Skilled)

Based on Figure 2, it is known that students are very skilled in merging objects, which means they can combine objects using the Weld tool, add color, add an Outline using F12, and set the thickness to 12.0 pt according to the procedure. While the students that are skilled in merging objects, they can combine objects using the Weld tool, add color, and add an Outline using F12, but the students set the thickness to 8.0 pt, which is not according to the procedure and it is known that the students less skilled in merging objects, which means they can only add color but are unable to combine objects using the Weld tool and add an Outline.

(a) (b)

Figure 3. Inserting objects into other objects
(a. Very Skilled b. Less Skilled)

Based on Figure 3 (a), it is known that students are very skilled in placing objects within other objects, demonstrating the ability to duplicate objects using shortcuts, add an outline, and place objects using PowerClip Inside. However, based on the practical test results, no students are categorized as skilled in practicing the task of placing objects within other objects. Furthermore, based on Figure 3 (b), it is evident that students are less skilled in this task. While they can duplicate objects, they are unable to place objects within other objects using PowerClip Inside.

(a) (b)

Figure 4. Using Shortcuts to adjust object positions
(a. Very Skilled, b. Skilled)

Based on the figure 4, it is known that students are very skilled in using shortcuts to arrange the position of objects. They can create lines with the rectangle tool, remove corners using the shape tool, add text, and arrange the position of objects using shortcuts. However, it is evident that while students are skilled in using shortcuts to create lines with the rectangle tool,

remove corners using the shape tool, and add text, they have not yet mastered arranging the position of objects using shortcuts. Furthermore, based on the practical test results, no students are categorized as less skilled in practicing the use of shortcuts to arrange the position of objects.

(a) (b) (c)

Figure 5. Cutting Overlapping Object
(a. Very Skilled, b. Skilled, c. Less Skilled)

Based on Figure 5 (a), it is known that students are very skilled in cutting overlapping objects. They can create an oval shape, add a line using the Artistic Media tool, then use the Simplify function, and align text to the center using a shortcut. However, based on Figure 5 (b), it is evident that while students are skilled in cutting overlapping objects by using the Artistic Media tool and simplifying the objects, they have not yet mastered using shortcuts to center the text. Furthermore, based on Figure 5 (c), it is shown that students are less skilled in cutting overlapping objects. They can only create an oval shape, add a line, and place it on the oval, then add text.

(a) (b)

Figure 6. Cutting objects using objects
(a. Very Skilled, b. Skilled)

Based on Figure 6 (a), students exhibit a high level of skill in cutting objects using other objects. They demonstrate the ability to craft a cup shape by employing circles and rectangles, followed by the precise trimming of the circle using the Trim tool. Furthermore, they showcase proficiency in creating two circles of different sizes, strategically positioning them using shortcuts, trimming the circles with the Trim tool, and finally welding the two trimmed objects together. In Figure 6 (b), students maintain their skillfulness in cutting objects using other objects. They successfully construct a cup shape with circles and rectangles and utilize the Trim tool for circle trimming. However, they do not employ shortcuts to position the circles before welding the trimmed objects. The practical test results indicate that no students are categorized as less skilled in the practice of cutting objects using other objects.

(a) (b)

Figure 7. Adding design attributes
(a. Very Skilled, b. Less Skilled)

In Figure 7 (a), students showcase a remarkable proficiency in enhancing design attributes. Their adeptness is evident in their ability to generate rectangles, apply steam effects through LiveSketch, and fashion stars. However, despite the absence of students categorized as skilled in the practical test results, as indicated by Figure 7 (a), it's apparent that students possess a commendable level of proficiency in this domain. Their capabilities extend to crafting rectangles and star-shaped objects. Yet, Figure 7 (b) portrays students who are less adept at enhancing design attributes, limited only to creating rectangles and star-shaped objects. These observations suggest a potential disparity between practical demonstration and the assessment of skill levels in the application of design attributes.

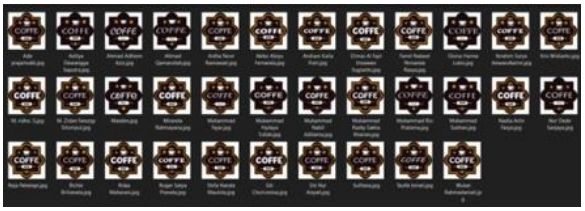

Figure 8. Saving files

In Figure 4.16, students display a remarkable proficiency in saving files in .jpg format. Their expertise is evident as they efficiently select the file, initiate the export process, check the "selected only" option, and confirm by pressing "ok." as indicated by the assessment, no students are deemed less skilled in practicing the task of saving files in .jpg format. This suggests a uniform level of competency across the cohort in this particular skill.

F. Interview Results

The interviews were conducted to provide additional information about the students' lack of skills in operating CorelDraw 2020. Interviews were conducted with students categorized as very skilled, skilled, and less skilled. The interviewed students categorized as very skilled were AP and RSP. Students interviewed in the skilled category were MF and TI. Students interviewed in the less skilled category were ADS and NDS. Additionally, interviews were conducted with the graphic computer study teacher.

G . Discussion

Based on the observation results, practical tests, and interviews, the criteria for skill levels and the causes of

less skilled performance in operating CorelDraw 2020 were identified.

The results revealed that:

1) 11 students were categorized as very skilled, capable of completing 7 to 8 practical tasks according to the procedure.
2) 13 students were skilled in operating CorelDraw 2020, able to complete only 6 practical tasks according to the procedure.
3) 10 students were less skilled in operating CorelDraw 2020, able to complete fewer than 6 practical tasks according to the procedure.

Furthermore, during the learning process, some students were less active, failing to follow the demonstration process taught by the teacher. They neither asked questions nor took notes. Some students were unprepared for the lessons as they did not bring laptops, resulting in waiting for their peers to finish using the laptops before taking turns. Others showed independence in learning, reviewing lesson materials at home to remember the content and discover new aspects not necessarily covered in school. As asserted by (Witherington, 1991)continuous training is necessary for individuals to develop skills and habits in organizing movements and ideas in a particular expertise.

When applying skills, students require high awareness and attention, becoming skilled through constant attention and practice. Some students also utilized external learning resources, such as searching the internet for tutorials on platforms like YouTube, to support their learning. However, some students still lacked knowledge in operating certain features of CorelDraw 2020, such as uniting objects (Weld), adding outlines (F12), inserting objects into other objects (PowerClip Inside), using shortcuts to align objects precisely, creating lines using the Artistic Media tool, cutting overlapping objects (Simplify), and applying vapor effects using LiveSketch. Interviews were conducted to understand why some students were less skilled and what factors contributed to the skills of skilled and very skilled students in operating CorelDraw 2020 in class XI DKV 2. Interviews were conducted with 6 respondents as follow-up actions to the students' practical results.

V. Conclusion

The skill levels of the 11th-grade students at SMK Negeri 4 Samarinda in practicing exercises related to operating CorelDraw 2020 are generally skilled. Specifically, 11 students were very skilled, 13 students were skilled, and 10 students were less skilled in operating CorelDraw 2020. Factors contributing to the less skilled performance of students include their lack of active participation in learning, such as not following the teacher's demonstration steps, not asking questions, and not taking notes. Conversely, factors contributing to the skilled performance of students include their habit of reviewing lesson materials at home and utilizing video tutorial media for learning. Overall, students were less skilled in tasks such as arranging outlines, merging objects, inserting objects using PowerClip Inside, positioning objects using shortcuts, using the Artistic Media tool, cutting objects using objects, and using LiveSketch. To further improve the skills of students in operating CorelDraw 2020, future research and instructional strategies could focus on several areas. Enhanced teaching methods that incorporate more interactive and hands-on approaches can better engage students. This can include step-by-step guided tutorials, peer teaching sessions, and real-time feedback during practice sessions. Increased use of technology, utilizing more advanced tools, and software updates can provide students with the latest functionalities and features of CorelDraw, ensuring they are well-prepared for industry standards. Supplementary learning materials such as detailed video tutorials, practice exercises, and troubleshooting guides can help students reinforce their learning outside the classroom. Addressing specific areas where students showed less proficiency, such as managing outlines, merging objects, and using tools like Artistic Media and LiveSketch, through targeted workshops and specialized training sessions, can also be beneficial. Regular assessments and feedback mechanisms can help track student progress and identify areas needing improvement, ensuring that learning objectives are met effectively. Furthermore, establishing partnerships with graphic design professionals and companies can provide students with real-world insights and practical experiences, bridging the gap between academic learning and professional application. By focusing on these areas, future efforts can enhance the overall proficiency of students in using CorelDraw 2020, equipping them with the necessary skills to excel in their academic and professional careers in graphic design.

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