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# IDENTIFICATION INSTRUMENT OF TALENT SCREENING TOWARD PROSPECTIVE ART & DESIGN STUDENTS

Syahrini Shawalludin<sup>1</sup>, Neesa Ameera Mohamed Salim<sup>2</sup>, Azmir Mamat Nawi<sup>3</sup>,  
and Azhari Md Hashim<sup>4</sup>

<sup>1,2,3,4</sup>Faculty of Art & Design, Universiti Teknologi MARA (UiTM), Malaysia

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Corresponding Author:  
syahrini @uitm.edu.my

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## ABSTRACT

*Candidate from SPM (Sijil Pelajaran Malaysia), who's wishing to pursue in art and design studies will apply for courses under Faculty Art & Design. The Faculty of Art & Design, Universiti Teknologi MARA (UiTM) offers programs for Diploma, Undergraduate and Post Graduate and its has a total of nine programs are offered; Fine Arts, Graphic & Digital Media, Fashion, Industrial Design, Textile Design, Fine Metal, Ceramics, Fine Art and Printing Technology. Due to the interview, the selection process will be selected through a screening process inclusive of an interview session, drawing test, and the color-blind test that is compulsory for Diploma intake. The study argues how the current and past practice on screening traces and identifies the talent in art and design since the candidates have limited knowledge and exposure in the ten areas offered. The knowledge of the past practice is given by the lecturer or in charge person in simple explanation either in academic mission conducted by UiTM secretariat or during an interview session. Consequently, this also affects the interest, learning process, potential skills, and limits career development if the wrong programs are offered to them. This study identifies a solution in identifying the relevant talent and aptitude in art and design. A total of 148 candidates were involved in this study. An instrument in a form of the questionnaire was given to the candidates, which provide a systematic criterion in determining if the candidate has interest and talent in the nine areas provided. This study focuses on the importance of the talent identification-screening instrument to assess talent for potential students who plan to embark their studies under the Faculty of Art & Design in Universiti Teknologi MARA (UiTM). The study suggests and defines the talent screening instrument is an added value to the talent identification process which has been justified relevant and beneficial to be implemented to the student selection process.*

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## 1. Introduction

In Malaysia, creative arts and design programs are available for both private and public universities. Generally, these creative programs offer diversified courses ranging from arts, music, drama, design, and multimedia designs. Many public and private sector universities offer diversified art and design courses for prospective students. Furthermore, the art and design courses serve as the foundation in preparing prospective students for the real world of arts and design. Numerous universities and colleges in Malaysia offer in-depth studies in this particular field; yet, different universities and colleges have different admission requirements. The competition for some courses can be challenging since each course uses different selection methods to ensure candidates have the appropriate talent and aptitude. Candidates need to meet a certain requirement set by the place of study since the art and design courses involves practical learning to boost their creativity and talent in art and design.

The Faculty of Art and Design in Universiti Teknologi MARA (UiTM) Malaysia offers various academic programs, ranging from Diploma to Post-graduate programs. The faculty aims at producing art and design graduates who have passion in expressing their creativity skills to merge into diverse creative sectors. The faculty plays a vital role in developing graduates with solid fundamental knowledge on art and design, as well as the needed skills to fit in the today's creative industries. The design programs are separated into different fields, which aims to specifically cultivate the talent of the student. Hence, the faculty offers nine (9) programs; Graphic and Digital Media, Fine Arts, Fashion, Industrial Design, Textile Design, Fine Metal, Ceramics, Fine Art and Printing Technology. It is crucial for the prospective students to ascertain which area from the 9 programs offered are relevant to their talent, passion and aptitude.

The Faculty of Art and Design, UiTM have set clear criteria of student's admission. Prospective students need to undergo few phases during the selection process. The selection process is inclusive of drawing test (Still life drawing), colour-blind test, creativity drawing, and an interview session with the panels. At the beginning of the process, students were given a form that requires them to select which course they are interested in ranging from 1-9. A panel of interviewers will conduct the interviews, which are carried out to determine suitability of applicants, and conformance to entry requirements to the programme.



Figure 1: Drawing test (Still life drawing) question

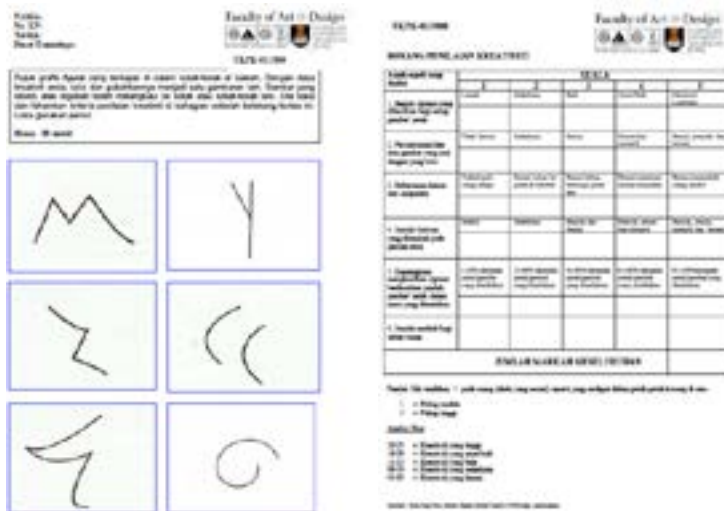


Figure 2: Creativity drawing question and marking scale

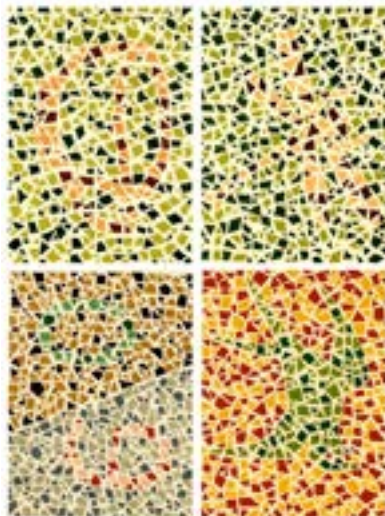


Figure 3: Colorblind question

This study aims to determine the talent and aptitude of each prospective art and design student. In order to meet the study's objective, the study also has developed an instrument in identifying the talent of the prospective student. Specifically, the discussion will attempt to discover whether or not the new talent-screening instrument introduced is an added value to the current screening process.

There is no systematic process in identifying the candidate's talent in Art and Design before. The entire instrument is based on the current process implemented by the university; candidates are given a form with options from number 1 to 9 as shown below.

**B. PILIHAN PROGRAM MENGIKUT KEUTAMAAN.** (*Sila nomborkan bidang pilihan anda (1-9). Bidang yang anda pilih bukannya pilihan muktamat. Bidang dan penempatan muktamat calon yang berjaya adalah berdasarkan kepada keputusan Panel Pemuduga/AJK Fakulti dan kekosongan tempat*)

**C.**

BIDANG	GRAFIK/ GRAPHIC (AD111)	TEKSTIL/ TEXTILE (AD112)	SENI LOGAM HALUS/ FINE METAL (AD113)	SENI REKA PERINDUSTRIAN/ INDUSTRIAL DESIGN(AD114)	SERAMI K/ CERAMICS (AD115)	FESYEN/ FASHION (AD116)	FOTOGRAFI/ PHOTOGRAPHY (AD117)	SENI HALUS/ FINE ART(AD118)	TEKNOLOGI PERCETAKAN/ PRINTING TECHNOLOGY (AD120)
KAMPUS YANG MENAWARKAN BIDANG	SARAWAK PERAK MELAKA KEDAH TERENGGANU	KELANTAN Terengganu	KELANTAN	MELAKA KEDAH	PERAK	PERAK	PERAK MELAKA	SARAWAK KELANTAN PERAK MELAKA	SHAH ALAM
Pilihan (1-9)									

Table 1: Programme Selection By Priority

According to the table above, each section is divided based on the programme offered by the university campus. Candidate will be given time to scale 1 -9 according to their passion & skills. Certain branch providing the information for each programme during academic mission after they get their SPM/SPMV result. However, candidates at this stage have limited knowledge on the program offered which leads to indecisive choice of interest. Therefore this study aims to identify a solution by proposing a talent identification instrument in identifying the relevant talent and aptitude in art and design.

## 2. Methodology

The sampling for this study was narrowed down towards the candidates who applied for the Art and Design Program offered by Universiti Teknologi MARA Malaysia. A total of 148 were involved in this study. The respondents were mainly from the Northern Region of Malaysia inclusive of Kedah, Penang, Perak, and Perlis. Based on the statistics provided by Student Intake Division Universiti Teknologi MARA (UiTM) Shah Alam, Malaysia. The total numbers of candidates applied for this program are approximately 400 candidates and only 246 candidates attended the screening process in the Universiti Teknologi MARA (UiTM) Sungai Petani Campus, Kedah, Malaysia.

An instrument in a form of questionnaire was used in this study. The objective of this instrument is to identify the talent and to assess talent for potential students who plans to embark their studies under the Faculty of Art and Design in Universiti Teknologi MARA (UiTM) Malaysia. In order to identify the talent, the instrument was developed based on the specific area. This talent screening instrument provides a systematic criterion in determining if a student has interest and talent in any of

the following 9 areas: Fine Art, Graphic and Digital Media, Photography and Creative Image, Printing, Fine Metal, Industrial Design, Ceramic, Textile, and Fashion Design. The questionnaire consists of 45 items of questions divided into 9 sections:

Section	Department Code	Program Name
A	AD111	Graphic & Digital Media
B	AD112	Textile Design
C	AD113	Contemporary Fine Metal
D	AD114	Industrial Design
E	AD115	Industrial Ceramic
F	AD116	Fashion Design
G	AD117	Creative Photo Media
H	AD118	Fine Art
I	AD120	Printing Design

*Table 2: Nine programmes under Faculty Art Design*

Each section consists of only five questions on that particular program implementing the Five-point Likert Scale to allow the respondents to express how much they are interested or not interested with the statements provided. All the questions were conducted in Malay Language.

### ***Section A: AD111 Graphic & Digital Media***

This section focuses on respondent's knowledge and interest in the world of graphic design. Graphic Design is basically a visual communication course that allows students to develop a portfolio of ideas using visuals and textual content. Questions asked will provide them with an understanding and opportunity to explore advertising, corporate identity, multimedia, illustration, photography, branding, and typography.

- A1: I am interested to produce visuals using graphic elements (image, typography) in communicating a message.
- A2: I am interested to produce my own character designs (e.g. Upin Ipin, Boboboi)
- A3: I am interested to learn graphic design software such as Adobe Illustrator, Photoshop, 3D Max)
- A4: I am interested to produce 2D/3D animation.
- A5: I am interested to learn the techniques on how to create a logo, poster, packaging, website design or a TV Commercial.

### ***Section B: AD112 Textile Design***

This section focuses on respondent's knowledge and interest in the field of textile design. In Textile Design program, it offers students the experience to maximize their creativity skills, technical skills and other related knowledge for a variety of career possibilities in textile design industries inclusive of fashion, accessories, or even entrepreneurs.

B1: I am interested to design patterns using various techniques such as Batik.

B2: I am interested to work in a wide range of media, including paints, dyes, fibers, yarns, or silk screens.

B3: I am interested to be a fashion designer one day.

B4: I am interested to learn the process of inventing designs for woven, knitted or printed fabrics or surface ornamented fabrics.

B5: I am interested to express my creativity using natural resources (e.g. leaves) to invent new textile designs.

### ***Section C: AD113 Contemporary Fine Metal***

This section focuses on respondent's knowledge and interest in the field of Fine Metal. This program exposes students to several aspects of study, such as workshop practice, history, theory, metalwork, design, business and marketing. Students will learn the basic skills in crafting metal products and as they progress, they are required to explore design concepts related to other aspects, such as costing, design management and entrepreneurship.

C1: I am interested to design 3D drawings related to jewelries or metal accessories.

C2: I am interested to learn to produce a prototype of jewelries (e.g. ring, necklace, pendant)

C3: I am interested to learn how to create a fine metal sculpture.

C4: I am interested to learn how to produce artworks related to fine metal.

C5: I am interested to be a jeweler designer / product designer / craftsman / entrepreneur.

### ***Section D: AD114 Industrial Design***

This section focuses on respondent's knowledge and interest in the field of Industrial Design. This program exposes students to be an Industrial designer with good fundamentals and knowledge on aesthetics, technology, ergonomics, efficient user interface and good marketers with good communication skills. Students will have various career opportunities such as Industrial Design Consultant, furniture designer, Industrial Product designer, Automotive Designer, Packaging Designer, industrial equipment designer or an exhibition designer.

D1: I am interested in 3D sketches related to Transportation Design, Product Design, and Consumer Products.

D2: I am interested to produce furniture prototype (Furniture Design)

D3: I am interested to produce a car model (Automotive Field)

D4: I am interested to produce consumer products – model (Product)

D5: I am interested to be an Industrial Designer.

### ***Section E: AD115 Industrial Ceramic***

This section focuses on respondent's knowledge and interest in the field of Industrial Ceramic. Through this program, students are exposed with expertise and knowledge of Industrial and Studio Ceramics. This program provides students the skills and knowledge on ceramics technology I designing, producing, and manufacturing clay-based products.

- E1: I am interested in 3D sketches related to Ceramics Products (e.g. Household items, Vase, Sculpture)
- E2: I am interested to learn the techniques of producing clay-based products.
- E3: I am interested to produce artworks using clay as the main ingredient.
- E4: I am interested to learn how to manufacture clay-based products.
- E5: I am interested to learn the latest technology using clay in designing clay-based products.

### ***Section F: AD116 Fashion Design***

This section focuses on respondent's interest in the fashion world. This program will help students develop their skills, pattern making, garment making as well as embroidery. Students will learn the technique and creativity in generating design sense and ideas for technical and production processes supported with good foundation of knowledge.

- F1: I am interested in fashion design.
- F2: I am interested to design my own fashion design.
- F3: I am interested to become a fashion designer.
- F4: I am interested to design various fashion apparels (Traditional costumers, Dress, etc.)
- F5: I am interested to learn in-dept the techniques and skills in fashion design.

### ***Section G: AD117 Creative PhotoMedia***

This program ensures students who have the passion and interest in photography are updated with the current trends and technology in photography. In this section, it allows students to have a brief idea on how the department will equip them with knowledge and technical skills in today's digital era.

- G1: I am interested in capturing photos.
- G2: I am interested to learn how to take good photos with the right technique.
- G3: I am interested to become a professional photographer.
- G4: I am interested to produce artworks through photography.
- G5: I am interested to learn in-depth the right techniques in editing visuals using design software (e.g. Adobe Photoshop, Light Room, etc.)

### ***Section H: AD118 Fine Art***

This section focuses on respondent's interest in fine art. This program provides opportunity for students with passion of drawing, painting to explore, express and discover their artistic potential in the field of fine art.

- H1: I am interested in drawing.
- H2: I am interested to paint various drawings (e.g. realistic drawings, abstract)
- H3: I am interested to learn the techniques of using various mediums in my artworks (e.g. watercolor, acrylic, oil painting, etc.)
- H4: I am interested to create a sculpture using my own concept and idea.
- H5: I am interested to express my creativity through my artworks.

### Section I: AD120 Printing Technology

This program offers management and administration skills in relation to printing technology. This section discovers whether students are interested in commercial printing, packaging, publishing, marketing, distribution and technology development.

I1: I am interested to know more about printing and the latest printing technology.

I2: I am interested to learn the process of printing in big scales.

I3: I am interested to learn commercial printings techniques (e.g. poster, flyers)

I4: I am interested to learn about publishing printings techniques (e.g. books, magazine)

I5: I am interested to learn about packaging (Design and printing).

### 3. Findings & Discussion

Content validity evidence for the talent-screening instrument was obtained during the development phase. Four experts in the art design field reviewed all the items constructed in the instrument and the items were revised accordingly. The final instrument contained a total of 45 items, with 5 items on each section respectively.

#### Reliability

Table 3 shows the reliability of the ordinal variables (items with scales) used in the instrument. The Cronbach's alpha is a statistical treatment to establish reliability coefficient and the reliability coefficient (alpha) should be as near to 1.00 as possible and it is accepted if the value is above .60 (marginally accepted) (Lee et al., 2015; Bann, C. M. 2012; Primack et.al. 2006; Radhakrishna, R.B. 2007; Reinard, J.C. 2001).

Section	Department Code	Department Name	Reliability Analysis
A	AD111	Graphic & Digital Media	0.818
B	AD112	Textile Design	0.877
C	AD113	Contemporary Fine Metal	0.924
D	AD114	Industrial Design	0.920
E	AD115	Industrial Ceramic	0.901
F	AD116	Fashion Design	0.699
G	AD117	Creative PhotoMedia	0.897
H	AD118	Fine Art	0.899
I	AD120	Printing Design	0.899

Table 3: Reliability analysis for each section question



#### **4. Conclusion**

This study revealed that the talent screening identification instrument has play an important role in helping the candidates to decide which program suits their skills and interest. Evidently, this instrument has improved from the current screening process conducted by the University. The talent identification-screening instrument has been justified to provide a dependable self-assessment in discovering candidate passion and interest. Preliminary data from the identification process revealed in this study justifies the need of developing the talent identification instrument for potential art and design students. This study suggests a new approach to discovering aptitude that is frequently overlooked by the current screening and standardized tests. However, future researchers could develop the instrument further as this instrument may have implications in discovering hidden potential in academic as well as other artistic domains. In conclusion, this study reveals how an instrument developed in identifying potential of Art and design students could affect in producing quality and skilful students. The discussion provided in this study adds on to the current discussion of the current education research specifically in the art and design field.

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