

TALENT SCREENING IDENTIFICATION INSTRUMENT: PROSPECTIVE ART & DESIGN STUDENTS

Syahrini Shawalludin¹, Neesa Ameerah Mohamed Salim (Dr)², Azmir Mamat Nawi³,
Azhari Md Hashim (Dr)⁴

¹²³⁴ Faculty of Art & Design, Universiti Teknologi MARA (UiTM), Malaysia
syahrini @uitm.edu.my / syahrini24@gmail.com

ABSTRACT

The Faculty of Art & Design, *Universiti Teknologi MARA* (UiTM) offers programs for Diploma, Undergraduate and Post Graduate wishing to pursue art and design studies. 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. To date, the student selection process will be selected through a screening process inclusive of an interview session, drawing test, and colour-blind test that is compulsory for entry into the following Diploma programs. 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. Consequently, this also affects the interest, learning process, potential skills, and limits the 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 questionnaire were given to the candidates which provides 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 plans to embark their studies under the Faculty of Art & Design in *Universiti Teknologi MARA (UiTM)*. The study suggests and define 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.

Keywords: *Art and Design Intake, Potential profile, Psychology assessment, talent screening*

1.0 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.

SOALAN UJIAN LUKISAN



Faculty of Art & Design
UNIVERSITI TEKNOLOGI MARA

**SOALAN UJIAN LUKISAN...BAGI PENGAMBILAN PELAJAR BARU
PROGRAM DIPLOMA FAKULTI SENI LUKIS DAN SENI REKA,
UNIVERSITI TEKNOLOGI MARA MALAYSIA.**

Perhatian kepada semua calon.

- SILA TULIS NAMA, PUSAT TEMUDUGA DAN TARIKH TEMUDUGA di sebelah atas bahagian kanan kertas lukisan anda.

- Sila rujuk kepada set situasi yang telah disediakan.
- Anda dikehendaki melukis objek dalam set-situasi tersebut.
- Sila beri perhatian kepada:
 - Kedudukan objek dalam RUANG
 - KADARBANDING (PROPORTION)
 - STRUKTUR DAN BENTUK OBJEK
 - NILAI DAN MUTU GARISAN
 - NILAI TONA(Terang Gelap)(TONE)
- Gunakan pensil berbagai tonal (2B-8B)
- Lukisan hendaklah memenuhi sebahagian besar permukaan kertas.
- Masa untuk menyiapkan lukisan: 1 Jam.

©2008. Jabatan Tahun Satu FSSR UiTM Malaysia 40000 Shah Alam Selangor


Figure 1: Drawing test (Still life drawing) question

NAMA:
No. KP:
Tarikh:
Pusat Temuduga:


UKPK-01/2006

Rujuk grafik figural yang terdapat di dalam kotak-kotak di bawah. Dengan daya kreativiti anda, lukis dan gubahkannya menjadi satu gambaran lain. Gambar yang dilukis atau digubah boleh melangkaui ke kotak atau kotak-kotak lain. Sila baca dan fahamkan kriteria penilaian kreativiti di bahagian sebelah belakang kertas ini. Lukis gunakan pensil.

Masa: 20 minit



UKPK-01/2006



BORANG PENILAIAN KREATIVITI

Aspek-aspek yang dinilai	SKALA				
	1	2	3	4	5
1. Bentuk cipratan yang dihasilkan bagi setiap gambar/petak	Lemah	Sederhana	Baik	Amat Baik	Intoniva/Luarbiasa
2. Percambahan idea atau gambar yang anal dan gambar yang baru	Tidak Sesuai	Sederhana	Sesuai	Sesuai dan menarik	Sesuai, menarik dan berani
3. Keberhasilan lukisan dari tempatan	Terhad pada ruang sahaja	Berani keluar ke petak di sebelah	Berani keluar ke beberapa petak lain	Berani merentasi semua tempatan	Berani menembusi ruang sendiri
4. Jumlah Garisan yang ditambah pada garisan asal	Sedikit	Sederhana	Banyak dan Sesuai	Banyak, sesuai dan menarik	Banyak, sesuai, menarik dan berani
5. Kemampuan menghasilkan cipratan berdasarkan jumlah gambar/petak dalam masa yang ditetapkan	1-20% daripada petak/gambar yang disediakan	21-40% daripada petak/gambar yang disediakan	41-60% daripada petak/gambar yang disediakan	61-80% daripada petak/gambar yang disediakan	81-100% daripada petak/gambar yang disediakan
6. Jumlah markah bagi setiap ruang					
JUMLAH MARKAH KESELURAHAN					

Puñziti: Sila tandakan pada ruang (kalah yang sesuai) seperti yang terdapat dalam petak-petak kosong di atas.

1 = Paling rendah
5 = Paling tinggi

Analisa Skor

20-25 = Kreativiti yang tinggi
16-20 = Kreativiti yang amat baik
11-15 = Kreativiti yang baik
06-10 = Kreativiti yang sederhana
01-05 = Kreativiti yang lemah

Sumber: Sun Hai Nee, Mohd Dahlan Mohd Fuzil (1998)Edg. (pembahar)

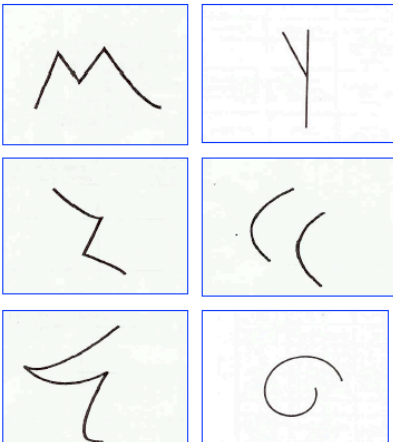


Figure 2: Creativity drawing question and marking scale

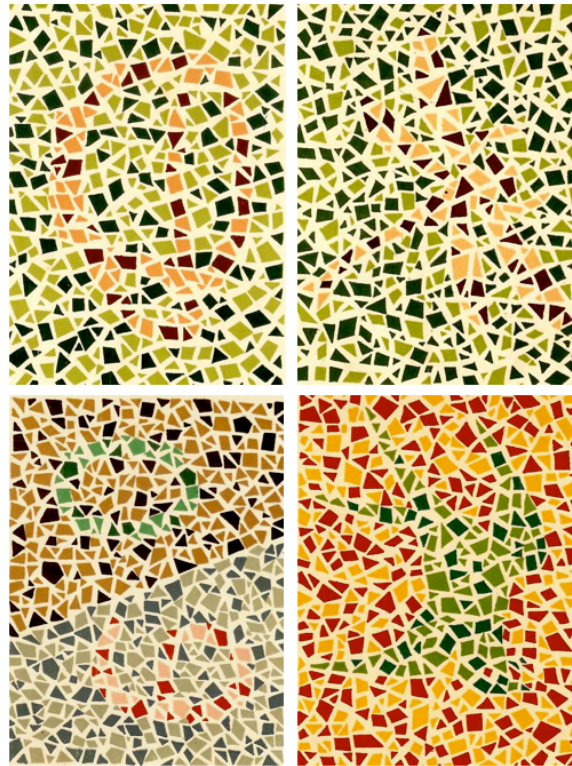


Figure 3: Colorblind question

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 bukanlah pilihan muktamad. Bidang dan penempatan muktamad 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 PERINDUST RIAN/ INDUSTRIAL DESIGN(AD1 14)	SERAMI K/ CERAM ICS (AD115)	FESYE N/ FASHI ON (AD116)	FOTOGRAFI/ PHOTOGRA PHY (AD117)	SENI HALUS/ FINE ART(AD 118)	TEKNOLO GI PERCETA KAN/ PRINTING TECHNOL OGY (AD120)
KAMPUS YANG MENAWARKAN BIDANG	SARAWAK PERAK MELAKA KEDAH TERENGGAN NU	KELANTA N Terenggan u	KELANT AN	MELAKA KEDAH	PERAK	PERAK	PERAK MELAKA	SARAWA K KELANT AN 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.

2.0 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).

3.0 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

4.0 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.

REFERENCES

- Zwirn, S.G. & Zande, R.V. 2015. Difference between Art and Design Education – or Differences in Conceptions of Creativity? *Journal of Creative Behavior*, Publication of the Creative Education Foundation. Vol.51 (3), pp. 193-203.
- Wang, Tsungjuang. 2010. A new paradigm for design studio education. *The Author: Journal Compilation*. Blackwell Publishing Ltd.
- Hickman, R. 2005. *Critical Studies in Art and Design Education: Readings in art and design education series*. Intellect Books.
- Winters, Tara. 2011. Facilitating Meta-Learning in Art and Design Education. *The International Journal of Art and Design Education*. Vol. 30 (1), pp. 90-101.
- Loganesh Sivabalan, Rashad Yazdanifard & Nor Haslinda Ismail 2014. How to Transform the Traditional Way of Recruitment into Online System, *International Business Research*, Vol. 7, No. 3 ; E-issn 1913-9012