ABSTRACT

Online learning has become an increasingly popular phenomenon in recent years, requiring independence in its study. Although this phenomenon is becoming increasingly popular, there are still several obstacles, one of which is that students do not fully understand the material (information confusion) presented by the lecturer, so they still need the lecturer's synchronous presence to interact regarding the delivery of the material. The element of color in the visual content of the material is an aspect that can support the learning process, but on the other hand, if it is not managed well, it will add unnecessary extra cognitive load. This research aims to examine the differences in the management of color element application in visual content materials. To examine the issue, a qualitative explanatory descriptive research was conducted with a case study on general knowledge material tested on students of the Design, Engineering, and Economics/Business programs within the scope of Telkom University Bandung. This is done to observe the influence of visual aspects, especially color elements, on the different characteristics of students. In the testing, there are three types of content for the same material, which include visual content with full color, analog color, and grayscale. Interviews with students were also conducted to understand the differences in student characteristics. This research produces recommendations and designs (visual concepts) in the application of illustration coloring in visual material elements as an online learning strategy for university students.

Keywords: Online Learning, Visual Content, Color Elements.