FROM ENTROPY TO REGENTROPY

Reorienting Indonesian Visual Communication Design Education in the Age of Digital Disruption

1. Digital Disruption
2. Relevance Anxiety
3. Educational Reorientation
4. Quality Culture
5. Creative Ecosystem

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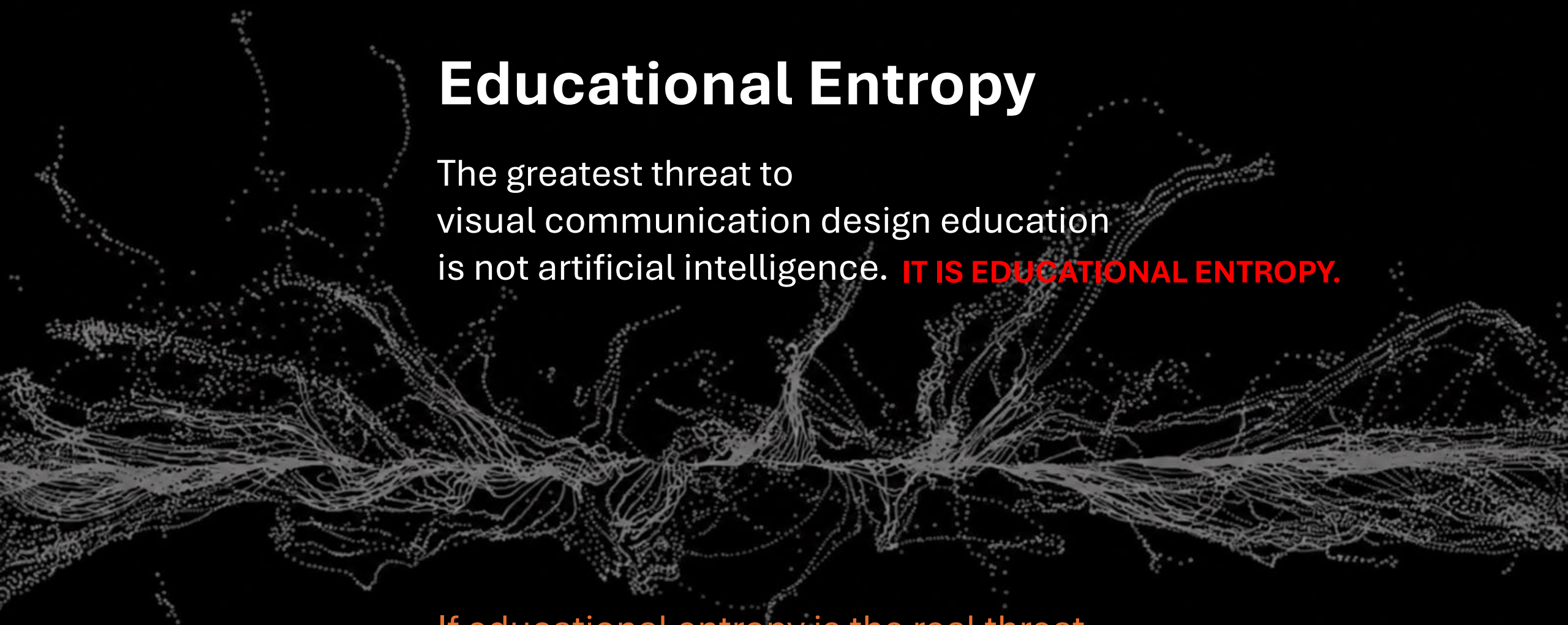
Educational Entropy

The greatest threat to
visual communication design education
is not artificial intelligence. **IT IS EDUCATIONAL ENTROPY.**



If educational entropy is the real threat,
why does it feel so urgent today?

1

Digital Disruption

Digital Disruption

Production is no longer scarce

Digital disruption is making visual production faster, cheaper, and increasingly automated

So… **where does design value move?**

Digital Disruption

Design value is moving

When visual production is no longer scarce, design value moves beyond execution.

And **what does this mean for our students?**

2

Relevance Anxiety



2a

Relevance Anxiety

If machines can do what I am currently working on, will my skills still be valuable?

Students are not afraid of technology; they are afraid of becoming irrelevant.

"Is this really the students' problem… **or is it also ours?"**

Relevance Anxiety

When students question their future relevance, design schools must question their present relevance.

If the source of anxiety is a changing location of design value, then adding new technology to an old educational model will not be enough. The model itself must be reoriented.

"So, what in design education remains necessary,
but may no longer be sufficient?"

3

Perhaps the question is not what we should add to design education, but what may no longer be sufficient.

Educational Reorientation

From Teaching Tools → Developing Design Intelligence

If machines can do what we are currently working on, will our skills still be valuable?

If technology can generate more solutions,
are we asking the right problems?

From Solving Problems → Framing the Right Problems

When solutions become easier to generate, framing the right problem becomes more valuable

If machines can participate in generating ideas,
what does it now mean to be creative?

From Individual Creativity → Human AI Co-Creation

When machines can generate ideas, human creativity becomes increasingly about directing, judging, and giving meaning

If producing visual alternatives becomes easier,
where does the real value of design lie?

From Making Artifacts → Making Meaning

When artifacts become easier to produce, meaning becomes a more important source of design value.

If design creates meaning and consequences,
is technical proficiency alone enough to guide our decisions?

From Technical Proficiency → Critical, Ethical & Systems Judgment

When technology expands what designers can do, judgment becomes essential in deciding what they should do.

Can good design judgment ever **be separated from the culture and context in which design operates?**

From Global Technology → Cultural and Contextual Intelligence

As technology becomes more universal, cultural and contextual intelligence becomes a stronger source of design distinction.

If both technology and context keep changing,
can we prepare students only for the jobs that exist today?

From Job Readiness → Adaptive Human Capability

When jobs keep changing, the most durable visual communication design graduate capability is the ability to keep learning, adapting, and creating value.

If we expect our graduates to remain adaptive,
shouldn't the institutions that educate them be adaptive too?

4

Quality Culture



Adaptive Quality Culture

A quality culture must not only preserve standards; it must continuously question whether those standards remain relevant.

“If relevance keeps changing,
can the curriculum afford to stand still?”

Curriculum as a Living System

An adaptive curriculum is not one that changes constantly, but one that continuously learns from change.

"Can yesterday's learning outcomes **prepare tomorrow's designers?"**

CPL as Adaptive Capabilities

Learning outcomes should not only describe what graduates can do, but also how they can remain capable when conditions change.

If these are the capabilities we value,
are we actually assessing them or are we still mostly assessing the final artifact?

Assessment: From Artifact → Reasoning, Process & Accountability

When artifacts become easier to produce, assessment must reveal the reasoning, process, and accountability behind them.

But… how do we know that **what we teach and assess remains relevant beyond the classroom?**

Creative Ecosystem



Continuous Feedback between Education, Industry, Society, and Technology

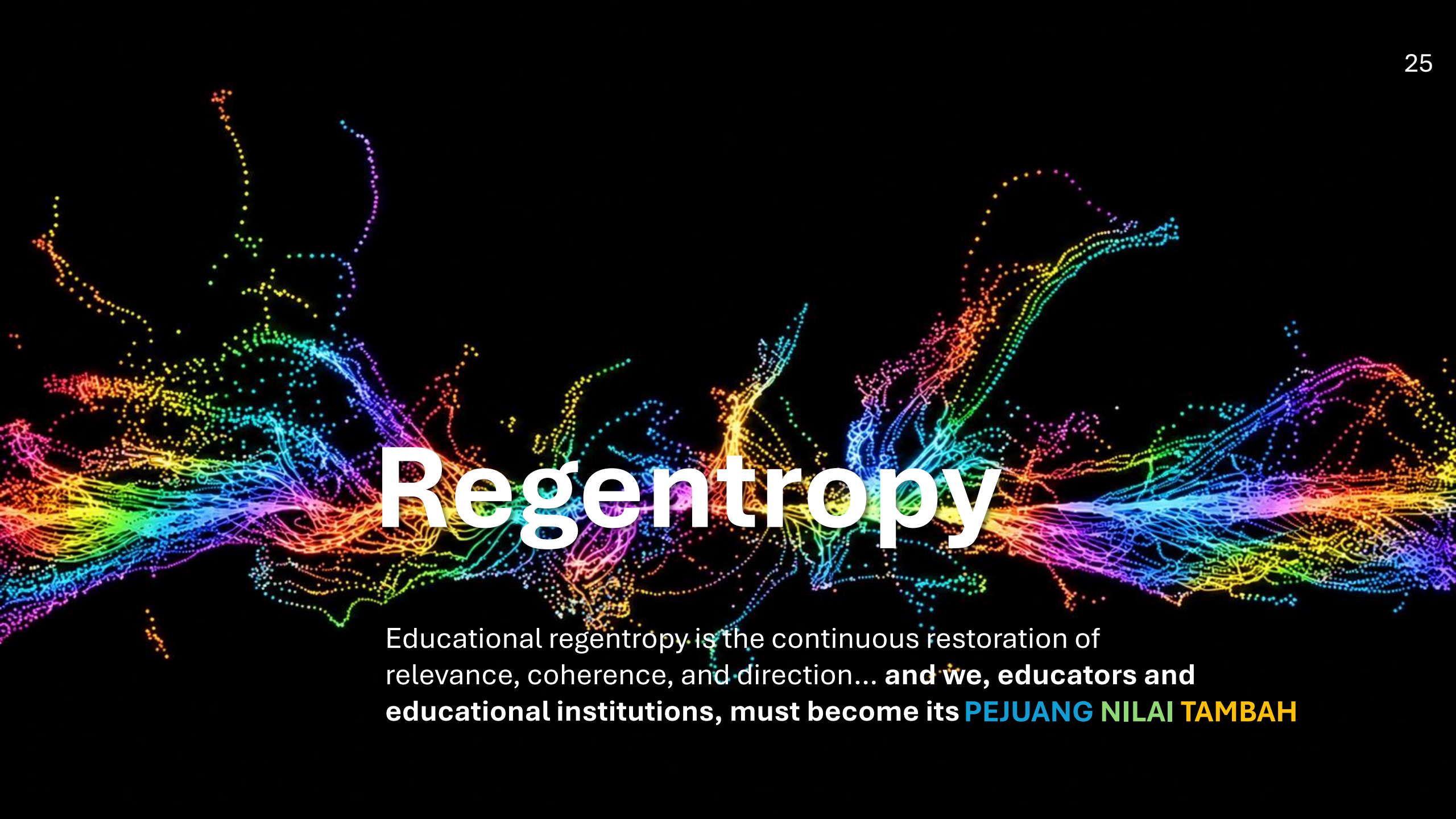
An adaptive education system stays relevant by continuously learning from the ecosystem it serves.

But could education **do more than simply learn from its ecosystem? Could it also help renew that ecosystem?**

Sustainable Creative Ecosystem

Sustainable creative ecosystems need education not only to supply talent, but to continuously create new value.

Could this be how we **begin to reverse educational entropy?**



Regentropy

Educational regentropy is the continuous restoration of relevance, coherence, and direction… **and we, educators and educational institutions, must become its PEJUANG NILAI TAMBAH**

Thank you

Agung Eko Budiwaspada

September 24th, 2026



LET'S BE
PEJUANG
NILAI TAMBAH