PROCESS OF SERVICE LEARNING IMPLEMENTATION IN PACKAGING DESIGN COURSE AT VISUAL COMMUNICATION DESIGN OF PETRA CHRISTIAN UNIVERSITY INDONESIA AND THE IMPACT TO MICRO BUSINESSES

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ABSTRACT

Service Learning as a new kind of leaning method was implemented in packaging design course at Visual Communication Design major of Petra Christian University Surabaya- Indonesia. The causes were various, and are explained in this study. Service Learning is suitable to be implemented in Indonesia; especially because there are a lot of low economic micro businesses these days that need to increase their sales. One of the courses that can solve this problem is through packaging design. Students can learn, help through the process, and they can have actual learning for these services and at the end of the lesson they can get their portfolio. This study tries to explain the whole process, benefit and loss, positive and negative of the implementation and the further prospect of Service Learning implementation in Indonesia especially in Surabaya.

Keywords: Service Learning, packaging design , micro business.

ABSTRAK

Service Learning sebagai suatu metode pembelajaran yang diimplementasikan ke dalam mata kuliah desain kemasan di jurusan Desain Komunikasi Visual Universitas Kristen Petra Surabaya Indonesia. Sebuah proses yang hasilnya bervariasi dan akan dijelaskan di dalam artikel ini. Service Learning sangat cocok diimplementasikan di Indonesia; karena masih banyaknya pengusaha yang membutuhkan sesuatu untuk menaikkan daya jual produknya. Mata kuliah desain kemasan mencoba untuk memecahkan masalah tersebut. Di dalam mata kuliah ini, mahasiswa dapat belajar, membantu melalui sebuah proses dan mereka dapat mengalami pembelajaran yang nyata untuk memberikan pelayanan kepada masyarakat umum dan pada akhir pelajaran mahasiswa dapat mempunyai portfolio. Di dalam tulisan ini penulis mencoba menjelaskan proses keseluruhan, keuntungan dan kerugian, segi-segi positif dan negatif dan prospek ke depan penerapan Service Learning secara umum di Indonesia dan khususnya di Surabaya.

Kata kunci: Service Learning, desain kemasan, makro industri.

WHAT IS SERVICE LEARNING

Participation in service learning has an impact on such academic outcomes such as demonstrated complexity of understanding, problem analysis, critical thinking and cognitive development (Toisuta, 2005).

THE INTERNATIONAL PARTNERSHIP FOR SERVICE LEARNING

The International Partnership for Service Learning, founded in 1982, is an incorporated not for profit education organization, with headquarters in New York, whose mission is to foster and develop programs linking community service and academic study in institutions of higher education around the world.

The International Partnership for Service Learning is a not for profit organization made up of chapters at colleges and universities around the world whose mission is the linking of academic study and community service in institutions of higher education. The International Partnership offers programs in cooperation with affiliated universities in twelve nations for students from many nations; advocates service learning through conferences, publication and consulting; and issues international certificates to students and agencies through its Distinguished Partner program.

In 1998, with the support of the Ford Foundation, The International Partnership for Service-Learning began to survey formally institutions of higher education around the world to determine their interest and involvement in programs that combine academic study and volunteer service. But in a real sense the

investigation began many, many years ago, even before the founding of the Partnership in 1982. Partnership founders had directed two service-learning programs for U.S. students in Africa in the late 1970s.With the birth of the Partnership and the one by one creation of its international programs in twelve nations over subsequent years, information was being gathered about student volunteer service, the union of service and formal learning (service learning), and the attitudes and commitments of institutions of higher education in Africa, the Americas, Asia, Europe, the Middle East, and then Soviet Union (Berry, 1999).

PRIMARY MODELS

As colleges and universities seek to link community service to their educational mission they realize that they must design those links to be compatible with their national and institutional cultural context. To be successful they cannot merely replicate the models in use at other institutions. The immediate issues of their communities- the geography, history, mores, and values must all be part of the way service learning is organized. So also must the system of education in the nation, the specific mission, structure and regulations of the institution, and the studies of the particular student be taken into account.

First, colleges and universities are, correctly, considering what surrounds and does not surround them. Second, service learning initiators must consider their national system of education. Third, colleges and universities are designing service learning based on their own institutional culture- its mission, history and strengths (Berry, 1999: 41-42).

MICRO BUSINESS

Broadly stated, a micro-business is a business started with as little capital as possible, or less capital than would be usual for a business. More precisely, the term is often used in Australia to refer to a business with a single owner-operator, and no employees. Micro and Home Business Network, an Australian organisation, defines a Micro-Business as one with five or less employees [1]. This definition is often used in the United States.[2] In Europe a business with less than ten employees may be officially considered a micro-business [3] (Wikipedia).

PACKAGING DESIGN

The most basic function of packaging is to preserve and protect the product it contains, but in a changing society, packaging is increasingly called upon to fill a more complex role. Packaging now has to function as part of today's highly competitive marketing and retailing world. In today's self service environment, packaging has to sell the goods it contains. After market research, promotion and distribution, the product arrives on the shelf. The final step, from the shelf to shopping basket, is significantly affected by the product's packaging. (Sonsino, 1990:8). Packaging has become one of the most exciting and challenging areas in the design world, with the fast moving pace of development in both graphic design and material technology, which is continually creating new possibilities in shape design-the use of color, typography, images and logos-remains at the heart of design profession. (Sonsino, 1990:12).

The important and fundamental principles of packaging technology are to protect, to preserve, to contain and to inform. Principally, the purpose of packaging is to contain and protect a product throughout its distribution and sale. Packages perform the primary purpose of containment and protection, but vary enormously in appearance, texture, graphic, shape, cost and structure. When designing a package, no single package is necessarily right or wrong but one might be considerably more appropriate than another (Denison, 1999). The package is a marketing and communication tool, a permanent omnipresent medium that acts as a salesman. A package designer uses this tool to express the nuances that the brand owner requires the package to communicate (Japan, 1995). Essentially there are two types of packaging: either 'primary' or 'secondary'. The primary packaging is that which immediately covers a product; the secondary package contains the many individual primary units, usually for transportation purposes. The primary package has the most important task in the area of product or brand identity. It will contain all relevant or necessary information regarding the product. It will be a standardized size and dimension, so that it fits standardized shelf layout and transport-tation containers. It will bear a strong graphic identity and product imagery (Denison, 1999). Next to a number of technical functions like protection of the contents and facilitating distribution packaging performs several communication functions. There are, for instance, brand and product identification price information and information on ingredients and product use. However, one can question the effectiveness of packaging as a communication function. Consistent with this finding, Burke et al. (1992) argue that consumers use strategies that reduce the time spent on buying these products, for instance," buy what you bought last time" and "buy the cheapest

brand." In these cases the main task of the product or the product as packaged is to attain recognition (Burke, 1992: 77-83).

IMPLEMENTATION BACKGROUND

Educators recognize that higher education has, over centuries of history and tradition, a number of purposes including the transmission of cultural heritage, the training of professionals, and the generation of new knowledge through research. But many educators are stating unequivocally that foremost among the purposes is that of giving young adults the skills and breadth of knowledge to think deeply about the structures of their society and to appropriate values which must govern their personal and professional lives. Higher learning is equated with ethical and honorable behavior and acceptance of the notion that the privilege of education also carries with it responsibility for the welfare for those not so privileged (Berry, 1999: 12).

Packaging Design course of Visual Communication Design, Art and Design Faculty, Petra Christian University, needs to give an actual description to students how to design with a real process which is completed by taking a real field study. As a major in art and design, we try to develop teaching and learning process by implementing Service Learning in packaging design course.

The education in University is emphasized in creativity development, development of knowledge and academic and also basic technique. The fact is quality and quantity development of visual communication design lecturer is not enough if it's only based on knowledge and personal experience. Considering that, Visual Communication Design in one of its courses- Packaging Design has initiative to implement Service Learning as a part of social dedication, so the result of packaging design can be used directly in the market. Design processes do not only consider the consumers' need but also the producers' needs. Hopefully, there are knowledge integration among students, lecturer, producer and consumer. This study needs some research and budget, so the process does not stop in the learning process but continue for the students' portfolios.

The purpose of service learning implementation is to give a positive attitude to students and lecturer by giving the direct experience in the field. Students and lecturer can experience actual processes of designing packaging until product selling to society. This study hopefully can give much contribution to education development in Visual Communication Design.

STUDY PREPARATION

The word of Service Learning was introduced in 2005 at Petra Christian University when some lecturers joined in this program and I became one of them. I tried to implement this idea in the Packaging Design class that I taught. The general idea was proved by Linda A. Chilsom the speaker and needed some adjustment with Indonesia condition.

This service learning was designed and approved for study at Petra University, with service performed in the local community outside campus. At the beginning of the semester we focus the task in Service Learning. All preparation had been arranged, and discussed at the beginning of the class. This packaging design class was an elective class, so every student had a right to agree or disagree with the program, so students with objection can move to another class.

At the second meeting, the total students in the class were 21 persons. We made groups, one group consists of 5 persons and only one group consists of 6 persons. Each group had a tutor for the design process and I was the lecturer that also acted as a tutor. The reasons of making groups were that students needed to work together to find a micro business from several micro businesses that deserved to be helped. Students need to spend a lot of money to register the product and their design. They need to spend money in the design process and in print outs. Therefore, hopefully by working in a group students can accomplish their idea, design and administration processes, etc. This program was in one semester and the intensity of the service is varying from one group to another. The depth and extent of the learning was also depending on student's interest.

Ideally, the academic institution and the service agencies and community leaders decide together how to pattern the service learning program. A key question for program designers is whether the study and service will be organized for a group of students or individualized for a particular student. There are four possible patterns, which are: group study-group service, group study-individual service, individual study group service, individual study-individual service (Berry, 1999: 53-54). The possible pattern that students could implement was group study-group service. In this pattern students engage in the same set of studies and perform the same type of service.

In this service learning process, students must make one real packaging. This means that packaging could be used for product sales at the market and produced in mass quantities. Students must make a display, so at the end of the class they can exhibit their design and sell the product. To make the display look nice, students must make two other packaging that not need be made in mass production but had to be nice, creative and support the main product.

Table 1. Plan of Service Learning Implementation in Packaging Design Class

Week	Subject	Implementation	Cost Element	Remark
1	• Job explanation • Service Learning	• Considering product, cultural background, material, budget and environment.		
2	• Survey • Product analysis	• Survey at traditional market or retail shop survey which sell undersign product or having unexpected design. • Discussing the survey result.	Transportation	Students
3	• Interview	• Selecting redesign product , interview with producer. • Asking for design permission and for register the product to Health Department (Departemen Kesehatan).	Transportation	Students
4	• Product selection	• Choosing the product in group discussion.		
5	• Proposal making • Product Registration	• Making proposal to get sponsor who would like to print the packaging. • Register the product in Health Department	Transportation Administration	Students Sponsor/ Students
6	• Design	• Analysis and redesign the packaging consult with tutor, producer, and consumer.	Design	Students
7	• Design	• Design the packaging with the display rack with another two alternative packaging.	Design	Students
8	• Final Design	• Final design for product exhibition	Design	Students
9	• Presentation	• Presenting design result in front of the class. Tutors give the mark and input to do some revision.	Design	Students Tutor
10	• Final Revision	• Final revision before print or screen printing.	Design	Students
11	• Printing	• Real design application.	Factory printing	Sponsor/ Students
12	• Packaging design display	• Presenting the final packaging design with their display (POP) and 2 alternative packaging to tutor in order to get mark.		Students Tutor
13	• Product selling	• Selling the product with new packaging designed by students. The product is sold and exhibit at the end of the class.	POP (Point of Purchase)	Sponsor/ Students

NB. Classes and examination goes as usual.

IMPLEMENTATION PROCESS

This service learning was tied to academic learning in an elective class, so the students were awarded academic credit (Berry, 1999: 56). Class was held as usual, there were lecturer and some study material, what made it different was that the task that the students were assigned was implacable to small and micro businesses, so students can make design for low income society. Every week in that semester students must do as scheduled. They had tutors who asked their progress every week. Consultation should be attended by all members; usually it was done after the class.

In the first step, students had to find low class business owners at the traditional market whose product didn't have packaging design or the packaging design did not match with the product. In reality, not every micro business owners wanted to be helped. In Indonesia, there is a rule that every product should be registered in Health Department, so it is safer if the product does not have a brand name, so they don't register their product. On the other hand, every product with packaging design should be registered in Health Department, so the product can get the register number. For the registered number, the producer must pay around ±Rp.200.000,- (about

US$20) depending on the area and their industry. The examination included: sanitary, air ventilation, ingredients, and the process of making the product etc. Producers must wait approximately one month until the process was done. There were many reasons why micro business owners didn't want to be helped, like: they were afraid of not being able to afford pay the amount of money every year although in the first registration students took care of the process and paid for them; they felt that they didn't have enough money to print the design, they had suspicious feeling towards students because of their questions, they were afraid to pay taxes to government, they didn't want to be disturbed by the students and didn't want to give them data; and finally the difficult thing was they were satisfied with their condition and didn't want to develop their businesses.

In two weeks, students still had difficulty to find the micro businesses that were willing to let their packaging be designed. Because of that difficulty, finally I decided to change the rules; students could redesign the packaging of registered. Students agreed with the new rule. Finally, in week three they had chosen their product. There were four groups and all of them had chosen food products. There ere many food products which didn't have packaging design, even a brand name nor had they been registered. Food product was easy to find in traditional market and there were various kinds of them. Many students came up with a plan to design a packaging for traditional cake and bread, but I didn't allow it because the term of design in display rack couldn't be much longer than dry food. I wanted students design to have a long term period and could be sold in big markets like: supermarket, hypermarket, restaurant, etc. Every product must get approval from the business owner and tutors. Finally, there were four products which were ready to be designed, the products were: traditional fish crackers (krupuk ikan), traditional shell shaped crackers (krupuk bentuk kerang), cheese, chocolate cookies and traditional herbal drink (jamu).Two groups had packaging without registration numbers and the other two groups had packaging with registration number. All of the products had no design in their packaging.

In the second step, students must make a proposal. The purpose of making a proposal was so that students could get a sponsorship when they get to the printing process, the sponsorship could be from the producer himself (micro business owner) a company that could support the product, like crackers that could be supplied for a restaurant so then the restaurant could be the sponsor. Compensation for the sponsorship was that their name could be mentioned or displayed when students sell their product. At the end of class, students must sell their product with a new packaging and put at the interesting display.

Along the process, I think students and tutors need to know how to register the product. We invited an expert from Ministry of Trade and Industry (DEPERINDAG) to give a short presentation about the process of getting the license from Health Department, etc. We felt this presentation was very helpful to implement the Service Learning. To add knowledge about food packaging, we also had connection with the industry. We visited flexible packaging company and they were willing to explain some processes of flexible packaging. Students gained knowledge through this visiting, but they couldn't use flexible packaging to their design, the cost was too expensive and the amount of printing was too little. Students must find a small factory to print their design.

In the third step, the design process must be presented with a final design before they go to printing company. Tutors and I gave some comments; students must revise their design and consult with their tutor before coming up with final design. After that, students must print their final design.

Finally, after the packaging had been printed, students must have another presentation for the final design. The presentation include: the process of finding the micro business, product registration process if any, design process (including one main design, two alternative design and display). They must tell the difficulty of this learning process. Some of the students complained that they found difficulty in finding small printing company with a low price. Some of them complained that one or two members of the group didn't have contribution, didn't want to cooperate, etc. The mark was based on their idea, originality, and process of design, completion and participation. For participation there were some questions that had to be answered individually. Students who could answer the questions indicate that she or he had more contribution to her or his group.

SELLING PRODUCT WITH NEW PACKAGING DESIGN

At the end of the semester, everyone could see the class effort and Service Learning implementation. Students in their group must sell their product package with the new packaging design. This purpose of this was to know how far the effects of the packaging design in product selling and to exhibit student's portfolio as a caring for micro business. Exhibition and selling was held in one day from 9 am to 4 pm.

They bring approximately 100 products to sell. Kerupuk ikan price was Rp. 1000,- (10 cents), kerupuk kerang was Rp. 6000,- (60 cents), cookies price was Rp. 7500,- (75 cents) and jamu price was Rp. 5000,- (50 cents). Students didn't get any profit; they purely help to sell the product. There were many enthusiasm from another students, they could see and buy the product. It ended at 3 pm in the afternoon; all products had been sold except for the traditional drink which had sold 22 glasses. This exhibition and selling was a success, every group did their part and did the job properly.

Figure 1a. Krezz Fish Crackers Product

Figure 1b. Krezz Fish Crackers Display

Figure 2a. Nyonya Sri Shell Shape Crackers Product

Figure 2. Nyonya Sri Shell Shape Crackers Display

Figure 3a. Marry Cookies Product

Figure 3b. Marry Cookies Diplay

Figure 4a. Salira Jamu Product

Figure 4b. Salira Jamu Display

REFLECTION OF THE WHOLE PROCESS

Questions for final examination was made as a reflection, so I knew who was active participated in the group and who wasn't. To know how this Service Learning would impact the students participation in the future, in a piece of paper, students anonymously answered the question: After doing this job, would you were still be willing to do the services to help low income society? If yes, in what way? There were various answers to these questions like below:

Table 2. The students answer for the next partici-pation in Service Learning.

1. Yes, I will offer my skill to help and try to do my best to finish it.
2. Yes, in charity at the orphaned and other organization that is needed.
3. Yes, maybe same like this task, but maybe in other activity.
4. Yes, organize together in packaging design or other design
5. Yes, with packaging design and registration
6. Yes, I will make a packaging design for cheap and economic food products for kids so it can be interesting. Help to register the product the range of selling could be wider.
7. Yes, I will help to design. I don't want to take care of registration because it too complicated especially in transportation.
8. Yes, to continue Krezz crackers. I have intention but wait for my free time (holiday), I will try to market Krezz crakers to supermarket, small store, etc. with a suitable price.
9. Of course I want. Maybe in charity or social working? For sure I will help as long as I can. God Bless You.
10. Yes, I would like to help low income society. I will help to make their identity (corporate/ packaging/ logo) for low income society, so that their activity can be known by all society and developing bigger.
11. Yes, maybe with skill that I have.
12. No
13. Yes, I would like to find them and help in the marketing.
14. Yes, I'd like to make their logo design.
15. Yes, to design just like the task.
16. Yes, making packaging design again.
17. No, I'm so tried. Too heavy and complicated.
18. Not bad. Not difficult, I would like to make packaging like this but a bit lazy
19. Yes, I would like to give them money, give them a job, help to pray so they can leave healthy and wealthy.

20. Yes, for very poor people I would like to help depend on my skill.
21. Yes, for small and micro business through packaging design and promotion so their product could be developed and competed in the market as long as they have intention to do so.

Based on their answer, I could find that 19 students (90%) agreed to continue this learning process and 2 students (10%) were not willing to do it again. Basically, students were willing to do the Service Learning again.

CONCLUSION

Service Learning is helpful to develop students' care for condition of the Indonesian society, especially for micro businesses. Students' packaging design can be used by low income business owners to pack their product, so students' design can be used even after the class is over. By direct implementation, students are more serious to do the task, beginning from the observation, research and choosing the product, observation and choosing the small and micro business owners who are willing to be helped in designing their packaging, writing the proposal to look for sponsorship, taking care of registration in Health Department, design process, packaging design printing, display making, presentation and finally exhibiting and selling the product with a new packaging design made by Packaging Design students.

Basically, there are three big steps of packaging design process. First is before design, this process is including observation, research and choosing the product, observation and choosing the micro business owner who are willing to be helped in designing their packaging, writing the proposal to look for the sponsorship, taking care of registration in Health Department. Second is the design process, this includes the design process, packaging design printing, display making. The third process is post design which includes presenting, exhibiting and selling the product with the new packaging design.

The students report said that the packaging design had an effect to sales. There was a customer who wanted to buy the product which was packed in alternative design. Students didn't sell the product in alternative design, so the customer didn't buy the product even though the product was the same, packed in different packaging.

Finally, I can say that this service learning method is good to be continued depending on the goal of the class. Support from the University, Research and Community Outreach Centre and also society is needed to make this program a success. Industry participation is also important by becoming the sponsor of Service Learning program. Continued evaluation is also needed to know the success of the product sales in the market. I recommend this service learning to be implemented in the class, so students can have contribution in small and micro businesses. In the future, students can also implement this service learning process especially if they want to be entrepreneurs in this field.

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