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INTRODUCTION

Visual Communication Design Department at Petra Christian University has held packaging design class as an elective class since 2000.

Developing the early knowledge about packaging, introducing and understanding the impact of packaging design in marketing (Jurusan Deskomvis, 1999-2009).
Regular Class 2000-2005

Service-Learning (S-L) Class 2006-now

Regular Class ≠ S-L Class

Examines the comparison of the study of packaging design between regular and S-L class

Better Packaging Design Class
What are the desired outcomes of a good service learning program?

1. Enhancing learning through active learning
2. Promoting of character development
3. Nurturing a sense of civic responsibility and citizenship
4. Making a contribution to the community (Waterman, 1997)
METHOD

Qualitative Method

Data:
Students’ reflections & deep interview
Selected the best reflection report
(projects evaluation, narrative ability, field of knowledge and honesty)

Analysis:
Textual Analysis
The Number of Students, Reflection Papers and Packaging Designs in S-L class in year 2006-2014.

<table>
<thead>
<tr>
<th>No.</th>
<th>Year</th>
<th>Number of</th>
<th></th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Students</td>
<td>Reflection Papers</td>
<td>Packaging Designs</td>
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<tr>
<td>1.</td>
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<td>30</td>
<td>30</td>
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<td>2.</td>
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<td>3.</td>
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<td>2009</td>
<td>31</td>
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<td>5.</td>
<td>2010</td>
<td>32</td>
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<td>6.</td>
<td>2011</td>
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<td>7.</td>
<td>2012</td>
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<td>8.</td>
<td>2013</td>
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<td>9.</td>
<td>2014</td>
<td>40</td>
<td>40</td>
<td>20</td>
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<td>Total</td>
<td>286</td>
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### ABOUT REGULAR & S-L CLASS

<table>
<thead>
<tr>
<th>No.</th>
<th>Number of</th>
<th>Regular Class</th>
<th>S-L Class</th>
<th>Remark</th>
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<tbody>
<tr>
<td>1.</td>
<td>Students</td>
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<td>Year 2000-2001</td>
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<td>24-40</td>
<td>24-40</td>
<td>One class</td>
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<tr>
<td>2.</td>
<td>Lecturers</td>
<td>1-3</td>
<td>1-3</td>
<td>Team teaching Guess lecturer</td>
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<td>2.</td>
<td>Tutors</td>
<td>3-4</td>
<td>3-4</td>
<td>One studio</td>
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<td>3.</td>
<td>Clients</td>
<td>-</td>
<td>156</td>
<td>Areas: Surabaya Sidoarjo Kediri Madiun</td>
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# ABOUT REGULAR & S-L CLASS

<table>
<thead>
<tr>
<th>No.</th>
<th>REGULAR CLASS LEARNING</th>
<th>S-L CLASS LEARNING</th>
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<tbody>
<tr>
<td></td>
<td>Learning Process</td>
<td>Interaction</td>
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<tr>
<td>1.</td>
<td>Class Learning</td>
<td>Student-Lecturer</td>
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<td>2.</td>
<td>Studio Learning</td>
<td>Student-Tutor</td>
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<td>3.</td>
<td>Design Process</td>
<td>Student</td>
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<td>4.</td>
<td>Field Experience</td>
<td>Student-Client</td>
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<td>5.</td>
<td>Design Implementation</td>
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<td>6.</td>
<td>Exhibition</td>
<td>Student</td>
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</table>
Budgeting

Technical Printing Knowledge
STUDENTS’ REFLECTIONS

Product Knowledge

- mangrove plants
- jamu
- crackers

jackfruit
STUDENTS’ REFLECTIONS

Time Management

- Long distance (outside Surabaya)
- Place (crowded, dirty, smell)
- Traffic jam
- Timing
- Busy

Discipline

On time

Learn to make & keep promise

Make a phone call
STUDENTS’ REFLECTIONS

Communication Skill

Attitude

different ethnic
polite & formal language
talk like professional

low self-esteem

self profit

being friendly
STUDENTS’ REFLECTIONS

- struggling with my "ego" in my design
- demanded to see reality
- seeing from client point of view
- understand client’s need
- more motivation
- learn to be patient
- getting closer to client

Emphaty

Self Control
STUDENTS’ REFLECTIONS

- helping micro industry in final project
- helping micro industry in my home town
- continued S-L personally
- S-L in my holiday

Sustainability
POSITIVE IMPACT

feel happy

a sense of satisfaction

maximum design with limited cost

successful exhibition & product selling

Lenny Andriani Setiawan Je – 4240802 (Nata Cake)

Monica F.S. – 42411071 (DOT T-Shirt)

Safira – 42411054 (Chrisna Aromatherapy)
PROBLEMS

Client → Budget → Time Management → Communication → Attitude → Design → Student

Economy, Cultural & Social Gaps
ECONOMIC GAPS

Economic become a sensitive topic when students ask their client how capable they finance the printing of a new packaging design.

“Integrating the appropriate need and the financial factor is very difficult, because of the opposite character of them. But this is a new knowledge that must be learned by designer.” (Devi Dianita Ganiarsa-42405006)
CULTURAL GAPS

They also become more concerned with their attitudes especially how to be polite and how to use proper language visually and verbally.

“Our clients come from Madura ethnic, so we had to use a language that really formal. (Shinta Gunawan, 42408044).
SOSIAL GAPS

Students see the social gaps as challenge to understand their client and the way to have strategy to convince them.

“Different backgrounds would require different approaches. How to choose of words that must be used in order to convey their design concepts easy to understand” (Yose Yoewono-42407093).
THE GOAL OF REGULAR & S-L CLASS

Hard skill

DESIGN ↔ TECHNICAL ↔ MANAGEMENT

Regular Class

Solving Design Problems

Soft skill

COMMUNICATION ↔ ATTITUDE ↔ EMPATHY

S-L Class

Solving Real Problems

Sustainability
CONCLUSION

S-L program make us reform our curriculum of packaging design class

To give knowledge about packaging design in theory and application, to provide experience for students, as well as creating real solutions for packaging design problems (DKV Guide Book, 2014).

S-L program can still improve the quality of the study of packaging design in the ways students show their technical and soft skills.
Thank you
Terima kasih