



### Prof.

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### Position

Associate Professor, Petra Christian University

### Education

2004 M.Des. Master of Design, Multimedia Design of Dongseo University, South Korea

2001 M.T. Master of Engineering, Civil Engineering of Petra Christian University, Indonesia

1997 S.T., Master of Engineering, Architecture Engineering of Petra Christian University, Indonesia

### Research Interest

Multimedia Design, Packaging Design, Service-Learning

## Service-Learning in Design: Need vs Creativity

### Background and Goal

The learning concept nowadays is not only limited to the class. It is neither only answering the need of big industry. Students' knowledge should also be able to answer the need of the society. The Service-Learning method that is implemented in Packaging Design class brings students to experiencing some learning processes. The connection between students, industry and micro industry makes a strong triangle of Service-Learning process. The process of designing for micro industries is not as simple as I have expected. The main obstacles in the design process are when creativity meets need. Budget always becomes a main problem. Based on the obstacles, I try to classify what kinds of design problems that are faced by students and micro industries. This classification is based on the design elements, namely: color, typography, illustration, logo, brand, product information, shape, material, and printing. This classification can be a guideline for students so their design will be more effective.

### Research Process and Method

The Service-Learning process can be classified as follows: product knowledge, market survey, design making, presentation, discussion, design revision, printing process, exhibition-sales and reflection. The connection between students, industry and micro industry could make a strong triangle of Service-Learning process. Students experience learning through theory in class, field study and design implementation in printing industry. In this Service-Learning process, there are psychological obstacles between producers and students when they have interaction and discussion. They don't have the agreement as expected. In the producers' point of view, they feel reluctant to criticize or discuss about their design taste and local consumers' need. Producers feel "pity" if they have to reject or revise the students' designs. Meanwhile, students are not intensive in exploring the hopes and needs of producers because they are worried to burden the producers. There are different design tastes between students and micro industries because of their social, economic and cultural backgrounds. To help students define their design process problem, I try to classify what kinds of design problem faced by students and micro industries. This classification based on the design elements, namely: color, typography, illustration, logo, brand, product information, shape, material, and printing. Price is the main problem for micro industry producers. The design elements that are nonnegotiable related to budget are color, shape, material and printing. The solutions for design use easy implementation design with reasonable price; which is creative graphic design implemented in common materials.



### Result/Contribution

Based on my observation, there are four types of students: students who are eager to listen to the micro industry and solve the problem, and make total redesign. Second, students who remain with their opinion, but willing to change their design because of the budget. Third, students who don't need to make any revision because their producers approve. Fourth, students who keep on their idealism even though their designs are not approved by the producers. To accommodate the students' creativity, besides creating the Service-Learning design, students have to make innovative design. Both types of design have to solve problems. The innovative design must answer the micro industries' problems but in different ways, as if the micro industries have unlimited budget to implement the more expensive design. Through the Service-Learning process, the students have to think about the need and how to implement their creativity. To eliminate the gap between students and micro industries, I have given some suggestions on their design based on the category of problem and solution. It helps them to capture the real market condition, so their design will be more effective. The benefits of informing the problem and the solution in the design process are: students can make a fewer design alternatives, students can have more effective communication with micro industry producers and vice versa, minimizing a misunderstandings because usually producers are not willing to say that they have no budget, and students do not need to make major revisions and the important goal is that their design can be implemented by the micro industry producers.