

Implementation of Service Learning Method Approach in Commercial Space Interior Design Case Study: UMKM Tiara Handicraft in Surabaya, Indonesia**

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ABSTRACT

The learning methods is a systemic and organized process carried out by lecturers in delivering material to students. There are plenty learning methods that are used in a study process, one of which is Service Learning. Service Learning is a form of constructive learning method that connects between material and theory obtained in the classroom to apply it into a concrete and useful actions for the surrounding community. Creative and innovative idea is needed in commercial space interior design. This is very appropriate with the purpose of Service Learning, where the highs and lows of learning outcomes can be influenced by internal and external factors. This research use Design Thinking to design the interior for a commercial space for UMKM Tiara Handicraft. With using the Design Thinking approach students can progress to understand user, challenge assumption, and redefined problems in effort to identify alternative strategies and solutions that might not be directly apparent with initial level of understanding. UMKM Tiara Handicraft has its specialty, their workers are disabled. This will be a special problem for the students in designing the interior for a commercial space. It is hoped that the end result that are obtained can answer the problem with the solution of commercial space interior design that are manifested in a form of display product area design styling that are suitable for people with disabilities. Hopefully this research can be useful for the lecturers and students. With using Service Learning method it can increase students interest in learning about commercial space interior design effectively.

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1. Introduction

In previous studies, researchers have discussed Indonesian culture, The Tenganan Traditional Village on the island of Bali (Nilasari, 2019). Currently, researchers will try to discuss the Service Learning method in UMKM (Micro Small and Medium Enterprise) Tiara Handicraft Design Design. Service Learning methods have been carried out often in the teaching and learning process. The method is also known as “Learning by Doing”, where students can thrive not only to get the material/theory in the classroom, but the material/theory can be directly applied, practiced and solved the problem from the people who are involved in the study case that they’re facing. In this study case that the students are working on is designing the interior space for Tiara Handicraft MSMEs.

Service learning method used in design study is considered to be very effective for the students, because students can be involved in two things at once. Students will get the material / theory up first in class and then subsequently applied to exploration on the Tiara Handicraft MSMEs. Service Learning Method is expected to create useful and positive results in the end for the students. From this learning method the students can form their character as an individual, citizen and also their career later on. Opportunities to grow in a community can also be seen from a spiritual and social perspective that are directly attributed by the students in real life (Kuntjara, 2013).

When students take an initial approach to Tiara Handicraft MSMEs, students will learn to think critically in dealing with a problem that is being faced. Where most of Tiara Handicraft's employees are people with special needs (disability). The right placement of students in a case study will provide opportunities to communicate to solve real problems, analyze and provide solutions for people who have different backgrounds with these students. Because the experience gained in the field (community) will strengthen the teaching-learning process.

The Service Learning method also teaches students to do services, what is meant by service here is to apply the knowledge they get while in class according to the needs of the community. By serving the community, students will learn to care about marginalized groups, even for the

local government. The knowledge that students get in class is not only stored, but they can apply and share it with the community so that they get the new knowledge that has been taught by the students.

2. Literature Review

According to Robert Sigmon (1994) in "Panduan Pelaksanaan Service Learning Universitas Kristen Petra" the term Service Learning means:

"Service-LEARNING: Learning goals primary; service outcomes secondary."

"SERVICE-Learning: Service outcomes primary; learning goals secondary."

"service learning: Service and learning goals completely separate."

"SERVICE-LEARNING: Service and learning goals of equal weight and each enhances the other for all participants."

From the definition above it can be underlined that the Service Learning method will emphasize services that are not based on a particular religious teaching, but are more related to "SCIENCE and FAITH". With this meaning it is clear that not all students will be able to carry out the philosophy of the Service Learning method in their daily lives. Only students whose hearts are called can practice this method humbly and voluntarily to serve marginalized communities.

2.1 Type of Service Learning Methods

In general, there are 2 types of learning models with Service Learning teaching methods, including (Kuntjara, 2013):

- Mono-discipline Service Learning: This type of learning is a type of discipline that can be given to the community.
- Multi-disciplinary Service Learning: This type of learning combines not only one type of discipline, but also combines various disciplines that support each other to solve problems that occur in society.

2.2 Main Requirements of Service Learning Methods

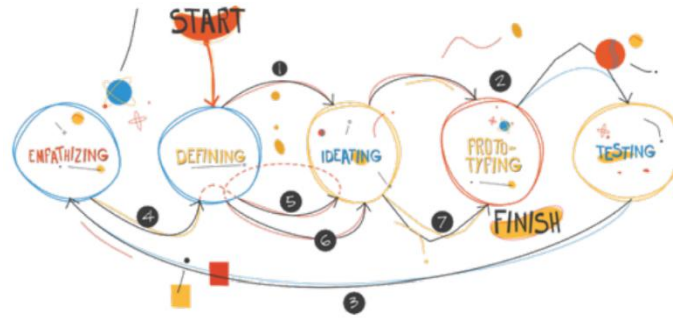
In addition to the 2 types of Service Learning models, there are 7 main requirements in the method, namely (Kuntjara, 2013):

- Link to Curriculum: Certainly the Service Learning method will be closely related to the existing learning curriculum, so that students will be able to provide not only 1 discipline but several disciplines in solving problems that occur in society.

- **Meaningful Service Learning:** Firstly, lecturers are required to give directions in the form of theory in class, so that students will get an idea of what they have to do in the field with the community.
- **Reflection:** Both lecturers, students and the community are expected to provide reflection (feedback) on the Service Learning method that is being carried out. Because through reflection, it will also train the ability to create a good and structured way of thinking, writing and even speaking. In addition, it also provides time to service the community.
- **Diversity:** Students will learn to understand various communities and be able to approach and think from various perspectives without just doing social work.
- **Partnership:** In this case, students are asked to cooperate intensively, not just a one-time visit. This is done so that there is collaboration and good relations between the lecturer, the students involved and the community.
- **Progress Monitoring:** lecturers are required to conduct monitoring during Service Learning, so that the final results are in line with what was planned together at the beginning.
- **Duration and Intensity:** The Service Learning method is usually carried out for longer period of time (1 semester), because students must proceed according to the design thinking stages (field exploration, problem identification, preparation, work, monitoring to reflection).

3. Research Methodology

The implementation of learning using the Service Learning method approach is very suitable for designing the interior of a commercial space. The methodology used in Service Learning studies is Design Thinking (Cross, 2011). The Design Thinking method is considered suitable for Service Learning for students who will design Tiara Handicraft MSMEs. The stages of Design Thinking are as follows (picture 1):



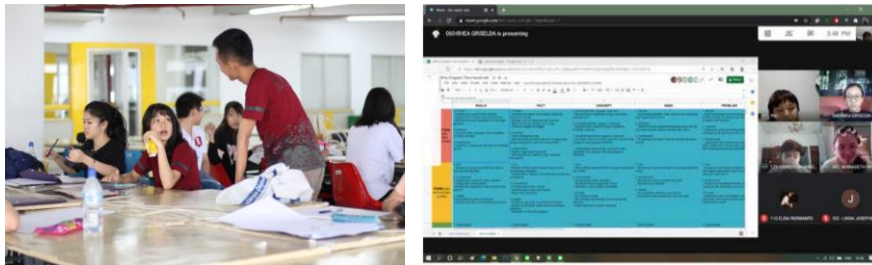
Picture 1: Design Thinking Process
(Illustration: Idus, Source: www.medum.com)

In the Emphasize stage, students will make direct observations at Tiara Handicraft MSMEs. Students will learn to ask questions in the form of interviews, discuss the problems that exist there, field measurements, documentation and analyze local conditions. Next, students will enter the Define stage, where at this stage students re-analyze the existing and compare it with the literature on commercial space. After analyzing, the students will make a conclusions about the existing problems and provide solutions that are in accordance with the conditions in Tiara Handicraft MSMEs. At the Emphasize and Define (Lawson, 2005) stages students do not do it alone, students will be in groups and accompanied by the lecturer. Because at this stage, students are communicating with the community for the first time, which they have never faced before.

The next stage is the Ideate stage, students will provide conceptual ideas that match the solutions to the problems that exist there. At this stage students are also asked to provide alternative design sketches and their reasons. However, before students present to Tiara Handicraft MSMEs, students will be asked to show it to the lecturer first. After the design sketches and presentations have been done by the students, the next step is the Prototype stage. Where at this stage students will create 3D animations from the selected designs and which will be realized in Tiara Handicraft MSMEs. The last stage of Design Thinking is the Test stage (Suprobo, 2018). At this stage students will directly execute in the field. Students will design at MSME Tiara Handicraft and the design will be directly tested by owners and employees of MSME Tiara Handicraft, besides that it will also be felt by customers from MSME Tiara Handicraft.

4. Results and Discussion

Tiara Handicraft MSMEs became the object of Service Learning in the Interior Design and Styling for Commercial and Retail Space course. This MSMEs was chosen because the employees who work in the MSMEs are people with disabilities (Bonda, 2007). This will make the students learn to solve problems in an interior design of commercial spaces that have special needs. However, before the students conduct field observations, students will be given instructions first in class (Pressman, 2019). Students were asked to discuss in groups in order to have an idea of what it would be like if they later communicate directly with the Tiara Handicraft MSMEs. Due to the current pandemic, discussions can be held directly or indirectly (as shown in picture 2).



Picture 2: Discussion in studio or online with student's group and lecturer (Source: Rhea)

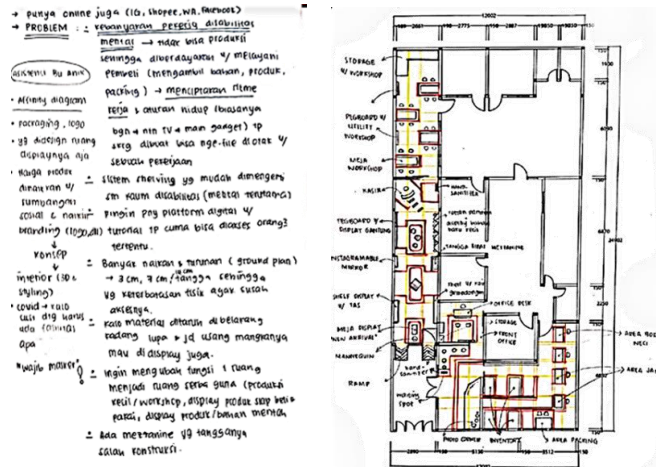
After students got the direction from the lecturer, students will do a field observations in the empathize stage as shown in picture 3. At this stage students will see, feel and talk to the Tiara Handicraft MSMEs.



Picture 3: Students conduct field observations, interviews and discussions in the early stage of Service Learning (Source: Rhea)

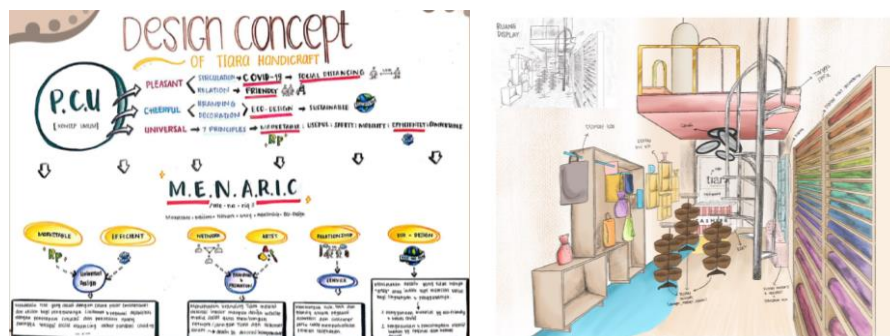
Students will also take notes (picture 4), record and document everything they see and discuss with Tiara Handicraft MSMEs. It can be seen that their main problem is communication, because the owners of Tiara Handicraft MSMEs are normal people and their workers are people

with disabilities, where not all people with disabilities can communicate with sign language. In addition, the disabilities suffered also varies, not only physical disabilities, but also mental disabilities. At this stage students are also asked to make initial sketches in solving problems faced by Tiara Handicraft MSMEs.



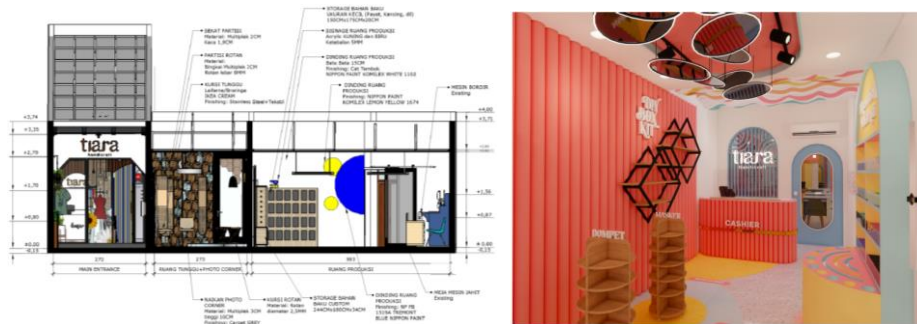
Picture 4: Discussion notes and preliminary sketches that students must solve in an interior design of a commercial space (Source: Rhea)

After conducting field observations, students will discuss with groups and teachers to solve problems and determine the concepts that will be applied in the design in various alternative designs and sketches (picture 5).



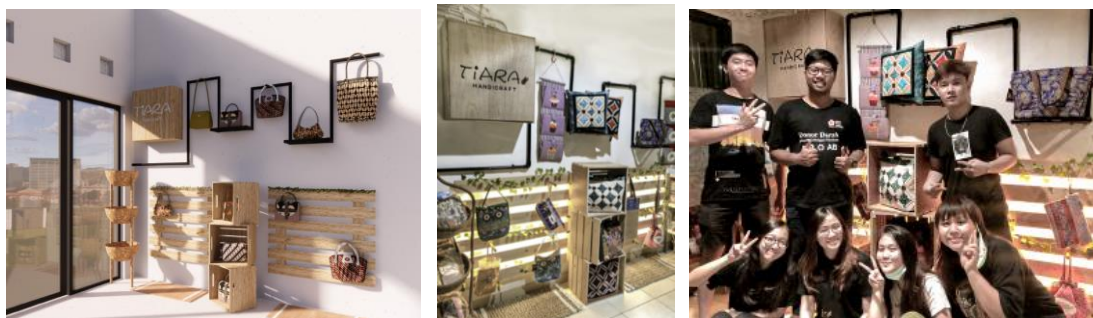
Picture 5: Design concepts to be applied and alternative design sketches (Source: Bernadeth and Rhea)

After students make several alternative designs and the designs that will be realized have been able to answer the problems that exist in Tiara Handicraft MSMEs, then the next step is for students to make design prototypes in 2D and 3D, as shown in picture 6.



Picture 6: 2D and 3D Drawings of Selected Designs (Source: Bernadeth and Rhea)

The last stage to complete Service Learning according to the Design Thinking method is the Test stage. At this stage students, teachers and owners and employees of Tiara Handicraft MSMEs will test designs that have been made by students (picture 7).



Picture 7: Styling Design on Tiara Handicraft MSMEs (Source: Bernadeth)

5. Conclusion

The end result of the Service Learning method is self-reflection, with self-reflection, students and the community will get new mutual knowledge. When viewed from the results of the reflection of the interior design students, the Service Learning teaching method provides many positive aspects for students' personal development, namely personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; perspective transformation, and citizenship. In addition to this, the Service Learning teaching method will have an impact on the development of soft skills for the students involved, such as Caring, Creative and Critical Thinking, Leadership, Teamwork, and Communication skills.

In the case study of Tiara Handicraft MSMEs, it can be seen that in addition to students being able to solve the problems being faced by MSMEs, students can also communicate and provide services according to the field they take, which is interior design.

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