

# 12<sup>th</sup> Global Conference on Business and Social Sciences

**8 - 9 October 2021**

Parkroyal Penang Resort (5 Star Resort)  
(IN-PERSON & ONLINE)



**GCBSS Proceeding**

VOL. 12 January - December 2021



ISBN: 978-967-13147-0-8

**Organized by**

**Global Academy of Training & Research (GATR) Enterprise Malaysia**

**Proceedings of the**  
**12<sup>th</sup> Global Conference on Business and Social Sciences on**  
*“Contemporary Issues in Business and Social Sciences Research”*  
**(CIBSSR – 2021)**

**October 8<sup>th</sup> to 9<sup>th</sup>, 2021**

**Parkroyal Penang Resort (5 Star Resort) Penang, Malaysia**

**Global Academy of Training and Research**  
**(GATR)**  
**Kuala Lumpur, Malaysia**

Editors:

**Professor Dr. Gabriël A Moens**  
**Professor Dr. Danture Wickramasinghe**  
**Professor Dr. Kamran Ahmed**  
**Asst. Professor Dr. Kashan Pirzada**

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Published by:

**Global Academy of Training and Research (GATR) Enterprise [002360364-P]**

Suite 15, Taman Bukit Angkasa, Jalan Pantai Dalam  
59200 Kuala Lumpur, Malaysia

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## Acknowledgment

Welcome to proceeding of the 12<sup>th</sup> Global Conference on Business and Social Sciences 2021 (IN-PERSON AND ONLINE), with the theme of "Contemporary Issues in Business and Social Sciences Research ".

It was pleasure to edit the conference proceeding which contains all accepted abstracts that were presented and considered for publication at the 12<sup>th</sup> GCBSS, held on 8<sup>th</sup> and 9<sup>th</sup> October, 2021 in Parkroyal Penang Resort (5 Star Resort) Penang, Malaysia in cooperation with international and national universities, institutes and publishers, namely, University of Prešov, (Slovakia) University of Kelaniya, (SriLanka) Czestochowa University of Technology (Poland), Cairo University (Egypt), Kalasalingam University (India), Universitas Sriwijaya (Indonesia), University of Dhaka (Bangladesh), Universitas Negeri Malang (Indonesia), Tanjungpura University (Indonesia), University of Antique (Philippines), Trisakti School of Management (Indonesia), Independent University (Bangladesh), Brawijaya University (Indonesia), Asia Pacific Institute of Dispute Management (Australia), Elsevier (UK), Inderscience (Switzerland) and UPM Press (Malaysia).

12<sup>th</sup> GCBSS received a great number of abstracts for presentation, many of which high-quality scholarly works. As a result, the selection panel had to make decisions with considerable care. We are highly grateful to the authors for their enthusiasm, and to the reviewers for their painstaking work. Some of the accepted papers were selected for publishing in the Polish Journal of Management Studies (WoS & Scopus), Entrepreneurship and Sustainability Issues: (WOS & Scopus), Journal of Security and Sustainability Issues (Scopus), African Journal of Hospitality, Tourism and Leisure (Scopus), Pertanika Journal of Social Sciences and Humanities (WoS & Scopus), TEM JournalL (WOS & Scopus), International Journal of Economics and Management (Scopus), and in GATR Journals: Global Journal of Business Social Sciences Review (GATR-GJBSSR), Accounting and Finance Review (AFR), Journal of Business and Economics Review (JBER), Journal of Finance and Banking Review (JFBR), and Journal of Management and Marketing Review (JMMR) and all full paper publications are sponsored by Global Academy of Training & Research (GATR), the leading organizer of this conference.

The conference provided a platform for sharing novel ideas and inspiring research outcomes of the academics from different countries, including the USA, UK, Australia, UAE, Poland, Latvia, Hong Kong, Newzeland, South Africa, Malaysia, Iran, India, Indonesia, Iraq, Georgia, Pakistan, Philippine, Sri Lanka, Saudi Arabia, Kazakhstan, Thailand, Vietnam, Hungary, China, Taiwan, Nigeria, Italy, Norway, Ecuador, Slovakia, Japan and Czech Republic. It was also attended by four prominent keynote speakers: Emeritus Professor Dr. Gabriël A. Moens, The University of Queensland., Australia, Professor Dr. Kamran Ahmed, La Trobe University, Australia, Professor Dr. Danture Wickramasinghe, University of Glasgow, United Kingdom and Asst. Professor Dr. Kashan Pirzada, Universiti Utara Malaysia, we are grateful to them for their invaluable contribution.

We hope this conference will contribute to meaningful paradigm shifts in business and social sciences research, in general, and the delegates' career development, in particular. Finally, we would like to thank everybody who contributed in many ways to the success of the conference, especially to session chairs and the members on organizing committee.

We wish to see you all in 12<sup>th</sup> GCBSS in Parkroyal (5 Star Resort), Penang, Malaysia.

### **Guest Editors:**

Professor Dr. Gabriël A Moens, The University of Queensland, Australia

Professor Dr. Kamran Ahmed, La Trobe University, Australia

Professor Dr. Danture Wickramasinghe, Nottingham University, United Kingdom

Asst. Professor Dr. Kashan Pirzada, University Utara Malaysia, Malaysia

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## **Professor Dr. Gabriël A Moens**

Emeritus Professor at the University of Queensland. Australia.



Gabriël A Moens is Professor of Law and Director of Research, Curtin Law School. He is also Emeritus Professor of Law at the University of Queensland. Prior to his current positions he served as Pro Vice Chancellor (Law, Business and Information Technology) and as a long-serving Dean and Professor of Law at Murdoch University. He also served as Professor of Law and Head, Graduate School of Law, University of Notre Dame Australia and as Garrick Professor of Law and Director, The Australian Institute of Foreign and Comparative Law, The University of Queensland. He undertakes teaching and research in Constitutional Law, Banking Law, European Union Law, International Commercial Law, International Arbitration Law and Comparative Law. He also teaches International Business Law and European Union Law at the University of Notre Dame, London Law Centre. Professor Moens is a past winner of a University of Queensland Excellence in Teaching Award. In 1999, he received the Australian Award for University Teaching in Law and Legal Studies. He is the Editor-in-Chief of International Trade and Business Law Review. In 2003, the Prime Minister of Australia awarded him the Australian Centenary Medal for services to education. In 1995-1996 he was a Visiting Professor of Law at J. Reuben Clark Law School, Brigham Young University, Utah. He served as a Visiting Professor of Law at Loyola University, New Orleans School of Law in 2002-2003. In 1997 and 2000 he successfully coached the T C Beirne School of Law (The University of Queensland) team to win the prestigious Willem C Vis International Commercial Arbitration Moot in Vienna, Austria. He also co-coached the winning City University of Hong Kong team in the Ninth Willem C Vis (East) Moot in 2012 and the 20th Willem C Vis Moot in Vienna in 2013. He is a Fellow (FCIArb) and Chartered Arbitrator (CArb) of the Chartered Institute of Arbitrators, London and Fellow and Deputy Secretary General of the Australian Centre for International Commercial Arbitration (ACICA). He is also the Editor-in-Chief of the ACICA Review and is the co-author of a Commentary to the ACICA Arbitration Rules. Professor Moens is a MembreTitulaire, International Academy of Comparative Law, Paris, a Fellow of the Australian Institute of Management (AIM WA) and a Director of the College of Law Western Australia. In 1998, the Asian Development Bank, Manila retained him to train officials of the Ministry of Law and Justice of his Majesty's Government of Nepal. He has taught extensively in the United Kingdom, Germany, Belgium, Italy, Austria, Australia, Indonesia, Thailand, Singapore, Hong Kong, Japan and the United States. He is co-author of The Constitution of the Commonwealth of Australia Annotated (8th ed, 2012), Jurisprudence of Liberty (2nd. ed. 2011), Commercial Law of the European Union, 2010, and International Trade and Business: Law, Policy and Ethics (2nd ed, 2006).

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## **Professor Dr. Danture Wickramasinghe**

University of Glasgow, United Kingdom



Danture Wickramasinghe is professor of management accounting at the University of Glasgow. He has joined Glasgow after 19 years of research and teaching at the University of Manchester and a 1 and ½ years at the University of Hull as Professor of Management Accounting and the Director of the Centre for Accounting and Accountability Research. Previously, he has taught management accounting and related subjects at the University of Colombo (Sri Lanka) and the University of Ruhuna (Sri Lanka) and had a visiting appointment at Paris-Dauphine University, France. Formerly, he was the Dean of the Faculty of Management and Finance and the Head of the Department of Commerce at the University of Colombo, and the Head of the Department of Business Administration at the University of Ruhuna. At Manchester, he was the Programme Director of M.Sc. (Accounting & Finance) programme and the Coordinator of the Management Accounting Module on the MBA-worldwide programme. He has produced a number of research papers out of a large project funded by CIMA and has publications in international journals including *Accountability, Auditing, and Accountability Journal*, *Critical Perspectives on Accounting*, *Advances in Public Interest in Accounting*, *Qualitative Research in Accounting and Management*, *International Journal of Entrepreneurial Behavioral & Research* and *Journal of Accounting and Organizational Change*. He is the co-author of *Management Accounting Change: Approaches and Perspectives* (2007), a social theory based management accounting text, a guest editor of the special issue on *Management Accounting in Less-developed Countries* (2007) at *Accounting and Organizational Change* and the co-editor of *Handbook of Accounting and Development* (2012). He continues researching on management accounting issues in both advanced capitalist countries and emerging/ less-developed countries. Professor Wickramasinghe has over 25 years of experience as an enthusiastic and talented university teacher at undergraduate, postgraduate and MBS levels, has produced a number of PhDs, supervised 100s of Master's dissertations, and acted as internal and external examiner for over 10 PhD candidates. He is a regular speaker at research and professional forums, including the workshops organized by CIMA. Currently, he is the Chief External Examiner at Manchester Metropolitan University and the External Examiner at the University of Aberdeen and continues PhD supervision at Manchester.

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## **Professor Dr. Kamran Ahmed**

La Trobe University, Australia



Professor Dr. Kamran Ahmed who is from La Trobe University, Australia. Professor Ahmed is a Professor of Accounting at La Trobe Business School, Australia. He was Head of School of Accounting for four years (2007-2011) and joined La Trobe University after 10 years of research and teaching at the Australian National University, Victoria University of Wellington and University of New England. He had visiting academic positions at the University of British Columbia, the University of Houston and Monash University. He has published more than 80 research papers in reputed journals and currently, he is on the editorial board of several journals including the International Journal of Accounting, International Journal of Accounting and Information Management, Journal of Accounting and Organizational Change, and Research in Accounting in Emerging Economies, and an Associate Editor of International Journal of Accounting, Auditing, and Performance Evaluation and Editor of GATR Accounting and Finance Review.



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## **Asst. Prof. Dr. Kashan Pirzada**

University Utara Malaysia, Malaysia



Kashan Pirzada is an Assistant Professor of Accounting at the Tunku Puteri Intan Safinaz School of Accountancy, Universiti Utara Malaysia. He has joined TISSA-UUM after 13 years of research and teaching at the University of Malaya, Institute of Business Management, SMI University and PAF-KIET University. Dr. Pirzada working experience includes an extraordinarily diverse range of University programmes and conferences, editorial activities, international study, and professional internships. He is the founding editor of the Global Journal of Business and Social Science Review, Accounting and Finance Review, Journal of Business and Economics Review and Journal of Finance and Banking Review that are indexed in several prestigious databases.

Dr. Pirzada research interests focus on corporate governance; corporate disclosure and consequences; corporate social responsibility and sustainability and Institutional Ownership and Capital Structure effects and has published in International academic journals, such as Elsevier Journal of Social and Behavioural Sciences, British Accounting and Finance; Polish Journal of Management Studies; Pertanika Journal of Social Sciences and Humanities, Entrepreneurship and Sustainability Issues, and International Journal of Economics and Management.

Dr. Pirzada has supervised a number of Master and Ph.D. candidate and act as an external examiner. He has been a lead guest editor for Elsevier Procedia of Social and Behavioural Sciences, Pertanika of Social Sciences and Humanities, and International Journal of Economics and Management. He is currently on the editorial board of several journals, including Polish Journal of Management Studies, International Trade and Business Law Review and International Journal of Ethics and Systems. He is a regular speaker at research and professional forums, including the workshops.

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No	Paper ID	Title
1.	CIBSSR-00508	Theory of Planned Behaviour Approach to Analyse Intention of Cash Waqf Contribution Among Muslims in Malaysia: Application of Extended and Moderator Variable
2.	CIBSSR-00448	Impact of Human Capital and Innovation Towards Total Factor Productivity (TFP): A Case of Manufacturing Sector in Palm Oil Industry in Malaysia
3.	CIBSSR-00444	Corporate Culture As A Function In Formulating Strategic Communication
4.	CIBSSR-00273	Implementation of Service Learning Method Approach in Commercial Space Interior Design Case Study: UMKM Tiara Handicraft in Surabaya, Indonesia
5.	CIBSSR-00332	The importance of quality language preparation as an inseparable part of education of the Police Force members in favour of not only troublefree carrying out their job
6.	CIBSSR-00333	Evaluating the sufficiency of proposed security measures in favour of building objects

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

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Tedjokoesoemo<sup>3</sup>**

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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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\* Paper Info: Revised: Month, Year

Accepted: Month, Year

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**Type of Paper:** Empirical

**Keywords:** Service Learning Methods, Design Thinking, Interior Design for Commercial Space, UMKM (Micro Small and Medium Enterprise)

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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

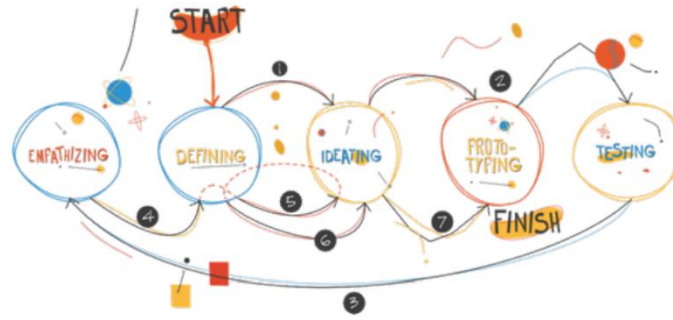
In addition to the 2 types of Service Learning models, there are 7 main requirements in the method, namely (Kuntjara, 2013):

- 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):



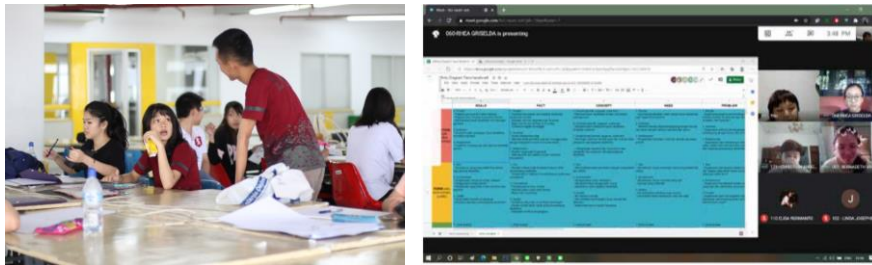
Picture 1: Design Thinking Process  
(Illustration: Idus, Source: www.medum.com)

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.

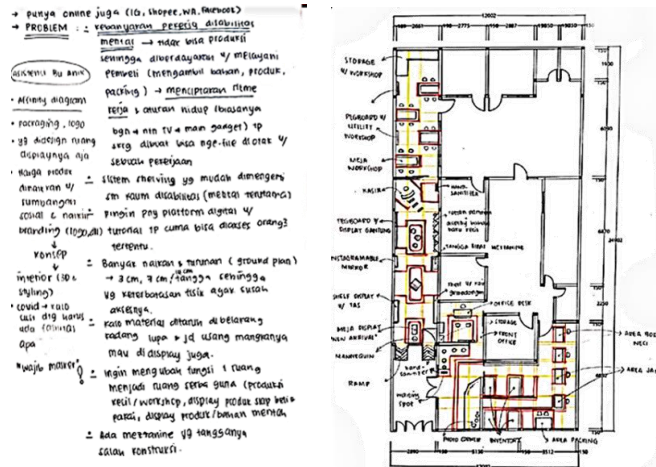


Picture 3: Students conduct field observations, interviews and discussions in the early stage of Service Learning (Source: Rhea)

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

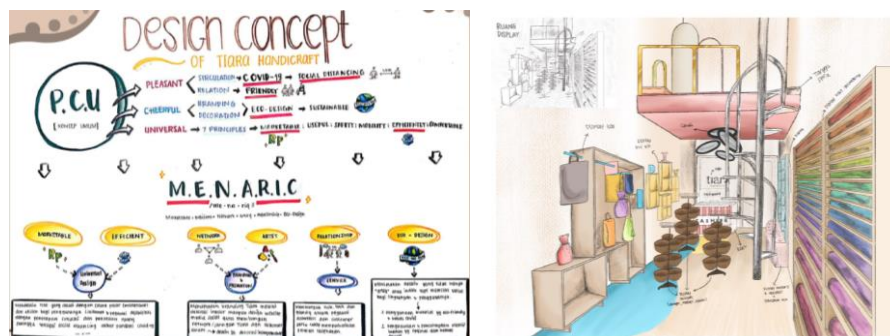


with disabilities, where not all people with disabilities can communicate with sign language. In addition, the disabilities suffered also varies, not only physical disabilities, but also mental disabilities. At this stage students are also asked to make initial sketches in solving problems faced by Tiara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



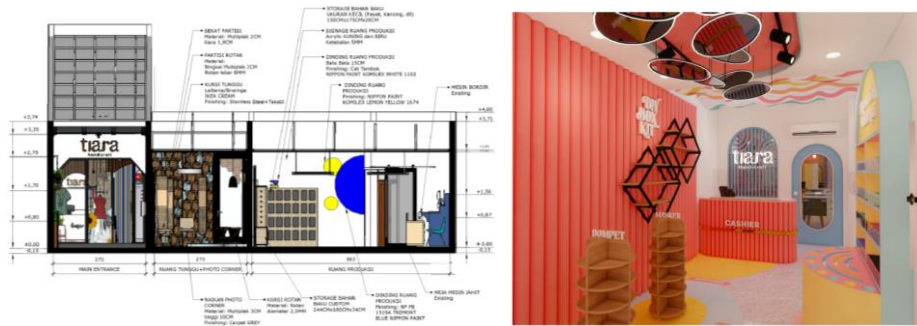
Picture 4: Discussion notes and preliminary sketches that students must solve in an interior design of a commercial space (Source: Rhea)

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).



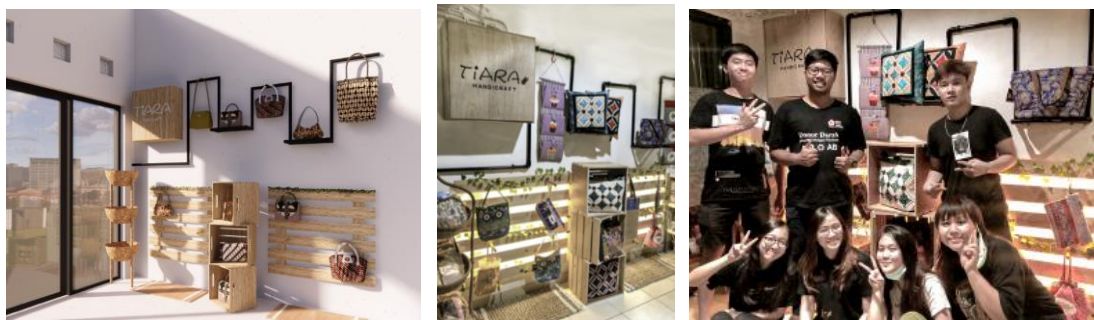
Picture 5: Design concepts to be applied and alternative design sketches (Source: Bernadeth and Rhea)

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.

### **Acknowledgements (If Any)**

The author expresses her sincere gratitude, especially to the students of Interior Design and Styling for Commercial and Retail Space group 4 (Bernadeth Vania Geraldine and Rhea Griselda) and group 4 supervisor (Mrs. Anik Rakhmawati). In addition, the 2021 PTUPT team, Mrs. Sriti Mayang Sari and Mrs. Purnama Esa Dora Tedjokoesoemo. Thank you for doing research together, hopefully we can complete this research and get the best.

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