Integrating Service-Learning Method in Creativepreneurship Course : Changing the Face of Society

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Abstract :

Service Learning is an academic pedagogy that connects course in class to the community and back to class, and is always undertaken with a goal of enacting meaningful and helpful contributions to the local, regional, national and global community. There are many variations on definition of service learning, but all share in common this goals. This is refers to understand the role of creative entrepreneurship for the upliftment of our society by using service learning method in a course. Generating employment and diminishing poverty are the biggest challenges for any developing country, such as Indonesia, so creative entrepreneurship indicates opportunities for social development and improves the quality growth of life. Basically, this creativepreneurship course with service-learning method is a result of one's inventive innovation for small industry in Surabaya, Indonesia to achieving predefined course goals and helps to change the face of society also. This article explains connection between service-learning and creative entrepreneurship which give contributions to the local community (12 small industries in Surabaya) and the students become a socioentrepreneur which build economic for community and empower them to be more successful, while the community become the main source for the student' startup business without put unnecessary burden on the community partner. Both of them gain advantages. This paper also highlights pedagogical approaches that would benefit form a service-learning component, and also discusses the benefits of service-learning for Interior Design Department, Petra Christian University students and 12 community partners. The conclusions from this study shows that by integrating service-learning method to this course have been beneficial to the society, enhance student' civic responsibility, improved students' social skills and its members as well as to the birth new startup and student' entrepreneurs also. This also develop an effectiveness of education and service-learning method, that has relationship between creative design, entrepreneur efforts, changing the face of the society and economic development of a nation.

Keywords : creativepreneurship, socioentrepreneur, best practice, service-learning

INTRODUCTION

In an environment where graduating students nowadays, design' education course each department needs to add creativity, innovation & entrepreneurship in its body to provide student with better future and experiences, who can face the global world economy. For Interior Design Department of Petra Christian University, we have a course named "Creativepreneurship" to fullfil that purpose. In this course, we use service-learning method.

We see that Service Learning is recognized for its effectiveness as a teaching methodology. Furthermore, social entrepreneurial behaviors have been identified as highly sought after capabilities for designers, organizational managers, both as an economic driver and

demonstration of corporate social responsibility (Mars & Garrison 2009). This paper explores a conceptual model which ties implicit in the teaching of a Service-Learning pedagogy to the development of student skill and the adoption of social entrepreneurial behaviors, and the result of impact upon society.

In order to effectively describe the program, both service-learning and entrepreneurship must first be defined. Service-learning is examined first, including a description of current research constraints in the domain of interior design course. Creative entrepreneurship is defined second, including a discussion of market research, business and marketing planning are topic areas through which both university and community needs can effectively and sustainably be addressed.
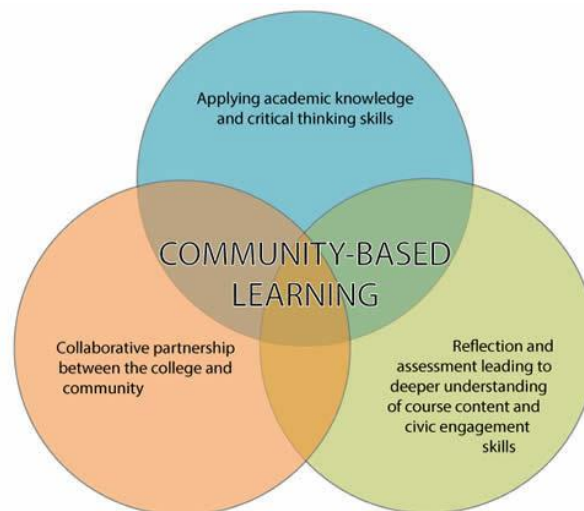

Fig.1.Service-Learning is a community-based learning

Service-learning is a community-based learning and a teaching tool grounded in university or community partnership projects. Service-learning projects "combine needed tasks in the community with intentional learning goals and with conscious reflection" (Kendall, 1990); at its most fundamental level, service-learning is a teaching tool grounded in the development of partnerships (Jacoby, 2003). Although the term "partnerships" necessitates a minimum of two parties, research in the service-learning domain has tended to focus almost solely on one side of the partnership - students. For example, engagement in service-learning projects has been shown to increase students' commitment to service for community (McCarthy & Tucker, 2002) and leadership also (Giles & Eyler, 1994), preparedness for future global careers (Gray, Ondaatje, & Fricker, 2000), personal growth, self-esteem and personal efficacy (Primavers, 1999), and their commitment to social change (Roschelle, Turpin, & Elias, 2000).

Enos and Morton (2003), identified a framework for campus-community partnership development over time. They have termed "transactional" one time events and projects and ends with "transformational" programs resulting in joint knowledge and work creation. A second way of conceptualizing a service-learning partnership program is that of Dorado and Giles (2004). They discuss three 'paths of engagement' for university and community service partnerships: tentative, aligned, and committed. Tentative engagements are those where "learning behaviors are dominant" and "partners are not interested in building a sustainable relationship". Engagements are aligned when partners "seek to create a better fit between their goals"; it is a path transition to a committed partnership or dissolve their

work together. Finally, our creativepreneurship course program path of engagement is commited path, which path partnership, represents those partnerships involving actions and interactions that denote that partners value the partnership beyond the departing project and creating a new business startup from the students.

The focus of the program is creativiy, socio entreprenur and empowerment of the community. Entrepreneurship theory given in class, focuses on how to create and grow businesses through the discovery and exploitation of opportunities from the community to bring into existence future goods and services" (Shepherd, 2004). Within the domain of entrepreneurship, falls the category of opportunity identification (such as an individual's ability to discover opportunities, problems the community faced, communities needs, etc where others do not), in which Ardichvili, Cardozo, and Ray (2003) purpose is one of the most important skills of successful entrepreneurs. It comes as no surprise that entrepreneurs, designers and business owners want to develop this skill. More over, DeTienne and Chandler (2004) found that training in this area increased individuals' abilities to generate more ideas about business opportunities and their innovativeness. This creativepreneurship course is based on the premise that new startup business opportunity identification can be learned, and that local small industry owners and students as a socio entrepreneurs are the perfect partners for a university-based, problem solver designer and community-needs program.

DEFINING SOCIAL ENTREPRENEURSHIP

A broad definition characterizes social entrepreneurship as innovative social ventures (Cochran 2007), which may occur across nonprofit, business, or government sectors (Austin, Stevenson, & Wei-Skillern, 2006). The definition provided by Gregory Dees (1998) described social entrepreneurs as agents of change within nonprofit organizations who create entrepreneurial solutions in the pursuit of organizational sustainability. His book provided a framework of social entrepreneurial behaviors as follows: a social mission is pursued, new opportunities that serve the mission are recognized and pursued; problems become opportunities, and the agent is relentless in their pursuit, a process of continuous innovation, that entails adaption and learning, is implemented, actions are not limited by current resources: tight financial budgets do not restrict strategies or decisions as new sources are sought, and value is created; the constituents are served in a cost-effective manner and a solution for community needs & problems and social investors is created to ensure accountability.
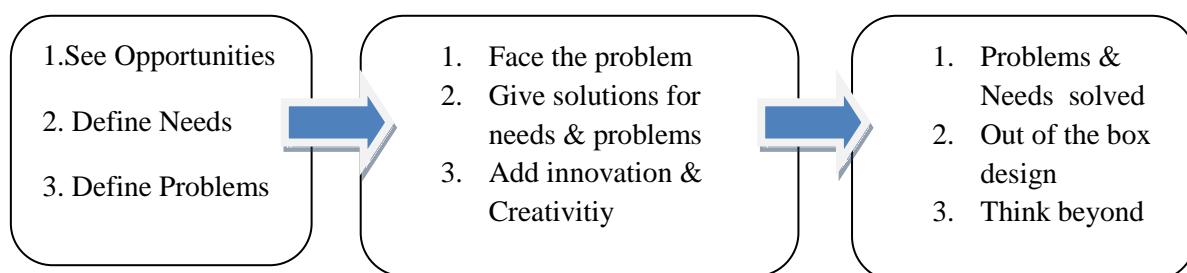

Fig.2. Social Entrepreneurship

CREATIVEPRENEURSHIP COURSE OVERVIEW

Entrepreneurship seeks to empower students by providing the knowledge, skills and attitudes to achieve entrepreneurial success in a variety of settings. It places emphasis on the individual's acumen to realize opportunity, assess risk, and apply the skills necessary to transform innovative ideas into viable, sustainable ventures. The creativepreneurship course syllaby provides students with the mindset that supports creativity and innovation needed to transform ideas into ventures that create value and wealth for students and the community.

In developing this syllaby consideration was given to the relatively high rate of unemployment, constraints on job creation such as a startup business design, the imperatives of globalization in the region, empower the community and the need to inculcate the spirit of creativepreneurism.

Recent research has shown that one of the main obstacles to individuals starting their own business ventures is the lack of knowledge of how to transform a creative design idea into a successful venture or business. Most aspiring entrepreneurs lack the ability to analyze opportunities, assess risk, develop and implement a business plan in order to get their ventures started. The creativepreneurship syllaby seeks to fill that void in the continuum from idea design generation to venture creation and also empower the community to increase the economic development of the city.

Current Interior Design Educational System
"The educational system (for interior designers) is still rather traditional,which means that it teaches young people to obey, reproduce facts and to engage in wage-employment after finishing their education."

Service Learning is a "teaching methodology that combines community service with explicit academic learning objectives, preparation and reflection. Students provide community service but learn about the context in which it is provided, the connection between the service and their academic coursework, and their roles as citizens" (Seifer, CCPH, 2000). To change the current educational system, this course use service-learning method.

Creativepreneurship course in Petra Christian University was created to use service-learning method, to be a sustainable, innovative, creative, replicable, and profitable program which can create socioentrepreneur students and improving the community from the small industries (in interior accessories and furniture design) also. The community each semester are 12 small industry that needs to be improve. It is a one-semester primary program in interior design department. The class lecture program are including:

- Market research
- Design business startup
- Business plan
- Marketing plan
- Pre-business feasibility analysis and opportunity assessment
- Production plan (scheduling, budgeting, and selling target)
- Selling & market test

The last session, is a selling and market test to public. Students with their products join and sell in mall bazaar at Surabaya, Indonesia. During this session, teams will test the market they entered (is it fit or not).

The first creativepreneurship course program did not reach until selling and market test phase but in 2017, we start to reach till selling and market test phase, and the result is all the products mostly sold out and this phase held in Galaxy Mall Surabaya. The Faculty of art and design Petra Christian University supported in mall bazaar to test the market.This year program held on May in Tunjungan Plaza, Surabaya. Mostly mall bazaar that we choose is one of the biggest and prestigious mall in Surabaya, Indonesia

COURSE GOALS

Course objective :

- Understand entrepreneurship: the entrepreneur and the entrepreneurial process and how to create an interior design business or consultant or others design businesses
- Understand the potential of interior design to contribute as entrepreneurs
- Identify the steps required to analyze markets and create design, pricing and promotion strategies (marketing plan)
- Understand interior design customer &the steps involved in turning an invention into a product design
- Understand the problems in interior design business
- Obtain sufficient financial literacy and knowledge to write a business plan
- Identify the steps required in setting up a new interior designbusiness or consultant
- Learn the "soft skills" required for success in an interior design business environment
- Learn about the resources available to budding entrepreneurs

For Students, service-learning :

• Enriches student learning by moving them from the margin of the classroom experience to the center. It "brings books to life and life to books."

• Demonstrates the relevance and importance of academic work in their real life experiences.

• Broadens perspectives and enhances critical thinking skills.

• Links critical thinking to real-life situations.

• Encourages self-directed learning.

• Improves inter-personal and human relations skills, which are increasingly viewed as themost important skills in achieving success in professional and personal spheres.

• Provides guidance and experience for future career choice.

• Enhances self-esteem by allowing them to make a difference through their active andmeaningful contributions to their communities.

For the community, service-learning :

• Provides substantial human resources to meet its educational, human, safety and environmental needs.

- Improves the design product value and economic small industry in Surabaya

• Results in a renewed sense of community andencourages participative democracy.

• Provides the opportunity to participate in aneducational partnership.

• Expands the breadth and depth of their daily initiatives.

Actually,this course has two primary goals :

(1) increasing design startup business from the students while taking opportunities for student learning and serving others

(2) improving local (Surabaya City) economic development through University-community partnering. Based on the premise that "service-learning and partnerships are two sides of the same coin" (Bailis, 2000), this program was designed to deliver tangible and immediate benefits to both involved organizations. This course provides a much-needed service for its students and the University (Art & Design Faculty of Petra Christian University) provides a genuine, current, real-world-based learning opportunity to its students.

Student' learning is a university's first priority for all stakeholders, and experiential learning provides the highest levels of learning for students (through hands-on experiences and application), this type of program creates an opportunity for Petra Christian University

students to maximize their learning through interactions with real-world business and community, such as small industry and practitioners facing real-world needs & solve their problems also. Through this program, students are required to examine theoretical literature through the lens of real-world product design, production process for realization & material applicability. Learning and serving process the community becomes more fun. Students are required to think on their feet, and to continuously adapt theory from the literature and class lectures to real practice with the 12 small industry partners. This is an exercise that develops their cognitive skills and prepares them for the intricacies of real working life in the future.

Another goal of this program is to connect the university and local businesses for sustainable economic development. It is in everyone's best interest to have a strong local economy, especially for Surabaya City, Indonesia.We hope this can change the face of society in Surabaya better and better.
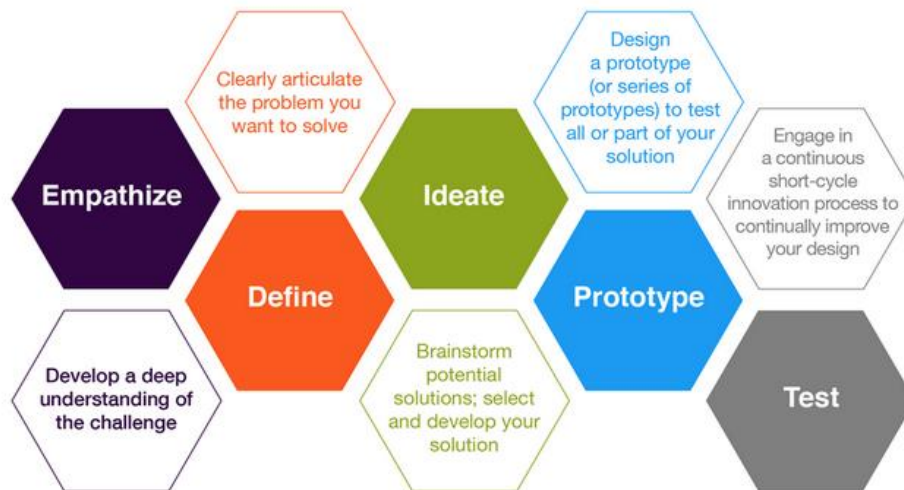
METHODOLOGY :

Fig.3.Design Thinking Process

The experiential service learning opportunity we provide supports the Petra Christian University missions. Social entrepreneurs have been described by Gregory Dees (2001) as follows: "Social Entrepreneurs are change-friendly, opportunity-oriented, innovative, resourceful, value creators. They see resources and they find a way to mobilize or move them to areas of higher productivity and yield. They find a way to create value. Social entrepreneurs are entrepreneurs who intentionally pursue the public service and good. They act as change agents in the social sector by:

a. Adopting a social mission to create and sustain social value
b. Relentlessly pursuing opportunities to serve their mission
c. Continuously innovating, adapting and learning
d. Acting boldly without being limited by resources currently in hand
e. Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.

This subject engage the spirit, processes, and contributions of social creative entrepreneurship by working in teams to support the social missions of prominent non-profit organizations serving Surabaya and East Java areas (topic : interior accessoriess and furnitures design). Teams begin each semester by working with 12 small industries as community partners to define opportunities to create sustainable, innovative design initiatives

that enhance a service mission for the community in Surabaya city. Small industry partners from our project can be seen from the Fig.4.
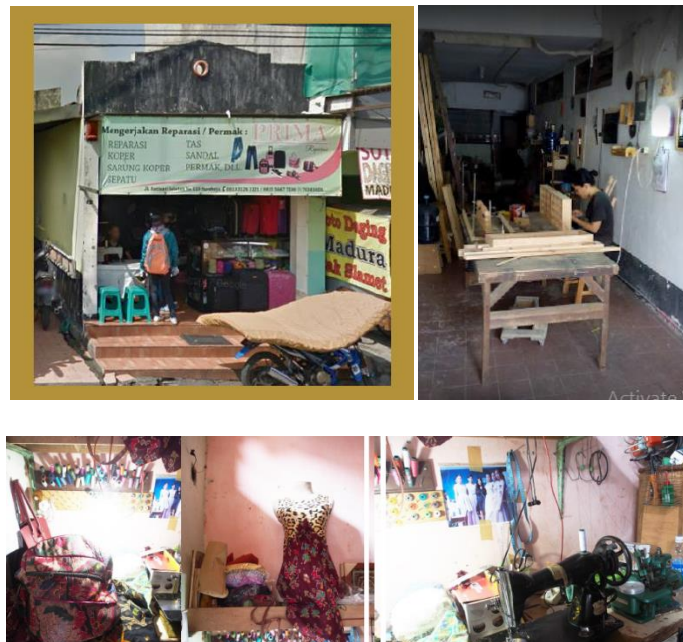

Fig.4. Small industry partners

Each team uses the design thinking process, and the students will empathize, define, ideate, prototype and test their result in selling and market test in mall bazaar. Based on the empathize phase, students "define" the community needs and problems, and then they "ideate" - formulate brief business plans and product innovatiove design describing how they will enhance their community's needs and solve their problems by design, interaction with the community (Fig.5) and their business model canvas planning.

Fig.5.Student interaction with the community for emphatize and define phase

After that, teams will make a "prototype" for product sample first and develop comprehensive business plans that they maintain throughout the semester. Teams must be prepared to update their product progress prototiping in class about their project's status each week. The final deliverable to community partner will be an executed initiative with an accompanying presentation and planning documentation that describes the initiative and its impact on the community's life.

Fig.6. Production Process for Protoype phase

Student' representatives from community partner will be present at each project presentation and will offer their assessment of each project's quality. At the end of the semester, each team will "test" to sell their products result in a bazaar mall to test the products selling market. From this test, the result is most of the product are sold out and both of students and community gain profit from it.

Fig.7. Mall Bazaar for selling & market test in Test Phase

In class, students are required to demonstrate competence in achieving the intended learning outcomes through case studies, in-class discussion, assignments, presentations and business

plans. They are also required to participate in instructional activities (e.g. lecture, small-group tutorials) which provide them with in-depth training/assistance in the writing assignment. All these activities enable students to acquire and develop their literacy, higher order thinking and life-long learning abilities. From Fig.8, 9 and 10, we can see some samples that our student' product design, brochures, and business model canvas that they are already prepared for the new startup business colaboration with the small industries.

Overall, this creative entrepreneurs subject service learning projects teach students how to employ processes such as opportunity recognition, resource mobilization, and value creation to address social issues in innovative and sustainable ways. More specifically, each project will address essential topics common to courses in social entrepreneurship including understanding social missions, opportunity recognition, resource accumulation and allocation, outcome assessment, and planning for sustainability.

Fig.8.Cushion x Pillow praveen – multifunction product improvement design variance & marketing tool

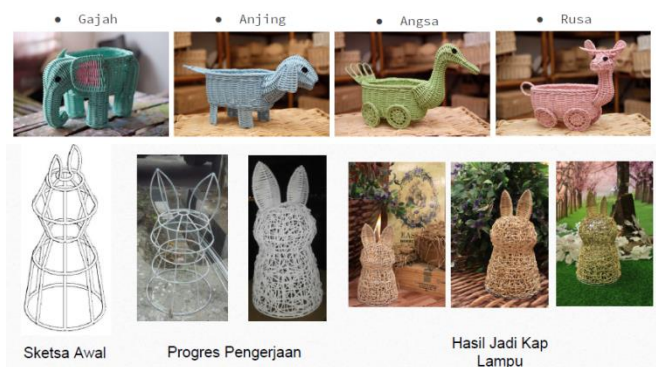Fig.9. Batik Tissue Box design variances & its Business Model Canvas

Fig.10. Rattan design development

Through a process of thoughtful engagement and civic reflection, our course objectives are designed to help students achieve a functional understanding of social entrepreneurship

principles, develop skills to be effective citizen leaders and community practitioners, and demonstrate competency in entrepreneurial and professional design skills through the successful completion of deliverables that meet genuine community needs.

Fig.11. Customer buying our products

BENEFITS OF SERVICE LEARNING

The Service Learning methodology builds upon Dewey's 'primacy of experience', which advocates active learning and reflection, and the evolving body of 'experiential learning' research, which entails students applying academic models to solve problems outside the classroom (Dewey, 1933). The experiential learning model developed by David Kolb (1984) provides an important theoretical framework demonstrating that experiential learning is effective because it facilities cognitive development for students with different learning styles. The key differential between Service-Learning and experiential learning is the dual nature of the interaction: benefit is derived by both the students providing a service and the beneficiary (Govekar & Rishi, 2007). From the community, students learn how to do the production process and from the students, community also learning about new design ideas that customer needs.

Although there are several definitions of Service-Learning exist, there are features are commonly referenced: a hands-on learning experience, the requirement for pre-test and post-test reflection, a community-based service which fosters civic values, and a beneficial experience both for the student and the community organization. The service-learning methodology encompasses an effective teaching strategies which range from short volunteer placements to or optional, and either embedded in the course content or offered as an extra-curricular activity (Godfrey,Illes, & Berry, 2005).

The credibility of service-learning method as an effective teaching process in interior design for cognitive and skill development has been established by numerous empirical articles. Govekar and Rishi have reported an enhanced ability to respond to change, better teamwork, an increased awareness of diversity, and improved critical and creative thinking for students who were involved in Service-Learning projects (Govekar & Rishi, 2007). Research has also documented that technical and cognitive capabilities are enhanced by service-learning student projects (Rama, Ravenscroft, Wolcott, & Zlotkowski, 2000).

Empirical studies also validating the effectiveness of Service-learning method in education course identify the following outcomes: enhanced personal growth, self-esteem, the greater development of personal responsibility (Eyler & Giles, 1999), leadership,

communication, and interpersonal skills (Tomkovick, Lester, Flunker, & Wells, 2008). The effectiveness of service-learning method can reinforce and provide deeper understanding of academic content is a transcendent theme (Kenworth-U'Ren, 2007). It also can be seen from our student's reflection and community' reflection also. This service-learning pedagogy has been adopted across a wide range of disciples; a recent study by Sheil and Bahk (2010) examined an innovation in service learning that amplifies the pedagogical outcomes for students. The cognitive ability and enhanced skills attained through real-world experiences while addressing real-world issues through service-learning which embeded with course program (Godfrey, Illes, and Berry, 2005). The literature recognizes the capability of the service-learning methodology to provide the structure for the critical learning experiences needed by current and future business graduates and indicates service-learning is 'best practice' for student experience, course content, and community sustainability (Kenworthy-U'Ren, 2007).

Small industry Owner Outcome

The outcomes of this program were high levels of satisfaction for all involved parties. This noted from the reflection of the small industry owners. The small industry owners gave the program an overall rating excellent. They said that there are improvement in their creativity design skills, business and production from the students project with service-learning method. Some of them said that their profit & professionality is increasing from this project. They learn something from the students and the students learning something also in the progress during the project. This is where the 'service' and 'learning' value gained to both sides.

STUDENT OUTCOMES

The students involved in the program made equally positive statements from the pre and post test reflections. One of the most touching reflection are from these reflections was the level of emotion that students expressed about their design work and profit they get in the last phase of selling and market test. Students reported feeling happy, proud, tired, worry, excited, and challenged, primarily because it was a real-world project with real-world consequences (if they succeeded or failed in their design product that feasible to sell to public market) and it was a real-world feedback for their work in 1 semester. The best design product & selling team will join and make a proposal to Indonesia government to find a real funding (PKMK) for making their startup business they have made become reality job. Every student participating in the program rated it highly. Many students described the program as one of the best of their university real business and service-learning experience.

CONCLUSION

The Service-learning contextual framework provides a conceptual approach for faculty and academic institutions seeking a greater understanding of the inter-relationship between Service-learning pedagogy and the degree and nature of societal & economic impact. This creativepreneurship program model suggests that art & design faculty managing the student' startup design business factors can directly influence the development of social behaviors

by students, and thereby provide greater impact upon the community in Surabaya, especially the small industry that being partnered.

The model of this creativepreneurship course provides a range of promising values for further research by defining parameters pertaining to social creative entrepreneurship education through service-learning methodology. The author encourages other researchers to evaluate the wealth of existing theories pertaining to creative entrepreneurship education and to explore their interpretation through service-learning projects. It is anticipated that researchers will apply the model to their teaching practice, and provide further clarification of the techniques they have employed, and the impact upon the broader community partners, in the development of social entrepreneurs through Service-Learning androgyny.

In doing so, the legitimacy of Service-Learning as an effective pedagogy for influencing and changing the face of society will broaden to include social creative entrepreneurship inquiry, deepening our understanding of both fields of study.

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