The Study of Regular and Service-Learning Programs in the Packaging Design Class

Listia Natadjaja, Elisabeth Christine Yuwono

Visual Communication Design Department, Faculty of Art and Design,

Petra Christian University, Surabaya, Indonesia

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.

No.	Year	Number of		
		Students	Reflection Papers	Packaging Designs
1.	2006	30	30	7
2.	2007	30	30	15
3.	2008	34	34	34
4.	2009	31	31	31
5.	2010	32	32	4
6.	2011	31	31	15
7.	2012	24	24	24
8.	2013	34	34	6
9.	2014	40	40	20
	Total	**286**	**286**	**156**

ABOUT REGULAR & S-L CLASS

No.	Number of	Regular Class	S-L Class	Remark
1.	Students	60		Year 2000-2001
		24-40	24-40	One class
2.	Lecturers	1-3	1-3	Team teaching Guess lecturer
2.	Tutors	3-4	3-4	One studio
3.	Clients	-	156	Areas: Surabaya Sidoarjo Kediri Madiun

ABOUT REGULAR & S-L CLASS

| No. | REGULAR CLASS LEARNING | | S-L CLASS LEARNING | |
	Learning Process	Interaction	Learning Process	Interaction
1.	Class Learning	Student-Lecturer	Class Learning	Student- Lecturer
2.	Studio Learning	Student-Tutor	Studio Learning	Student-Tutor
3.	Design Process	Student	Design Process	Student
4.			Field Experience	Student-Client
5.			Design Implementation	Student-Industry (Printing)
6.	Exhibition	Student	Exhibition & Product Selling	Student-Client

STUDENTS' REFLECTIONS

cheap

easy to implement

print process & technique (prepress, press, post press)

calculate the cost

material

finishing (cutting, folding & packing)
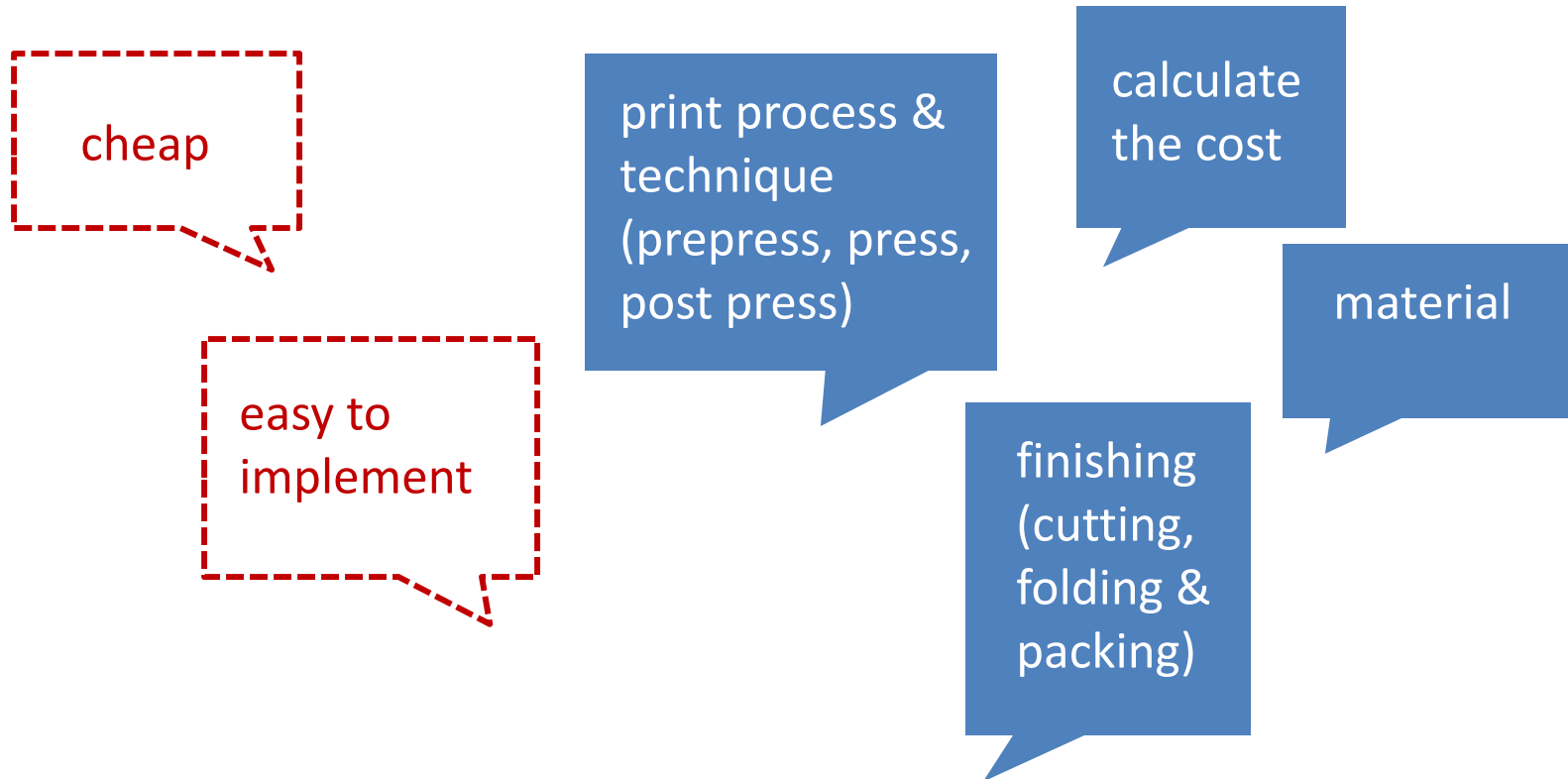
Budgeting

Technical Printing Knowledge

STUDENTS' REFLECTIONS

mangrove plants

jamu

crackers

jackfruit

Product Knowledge

STUDENTS' REFLECTIONS

timing

place (crowded, dirty, smell)

busy

long distance (outside Surabaya)

traffic jam

discipline

make a phone call

on time

learn to make & keep promise
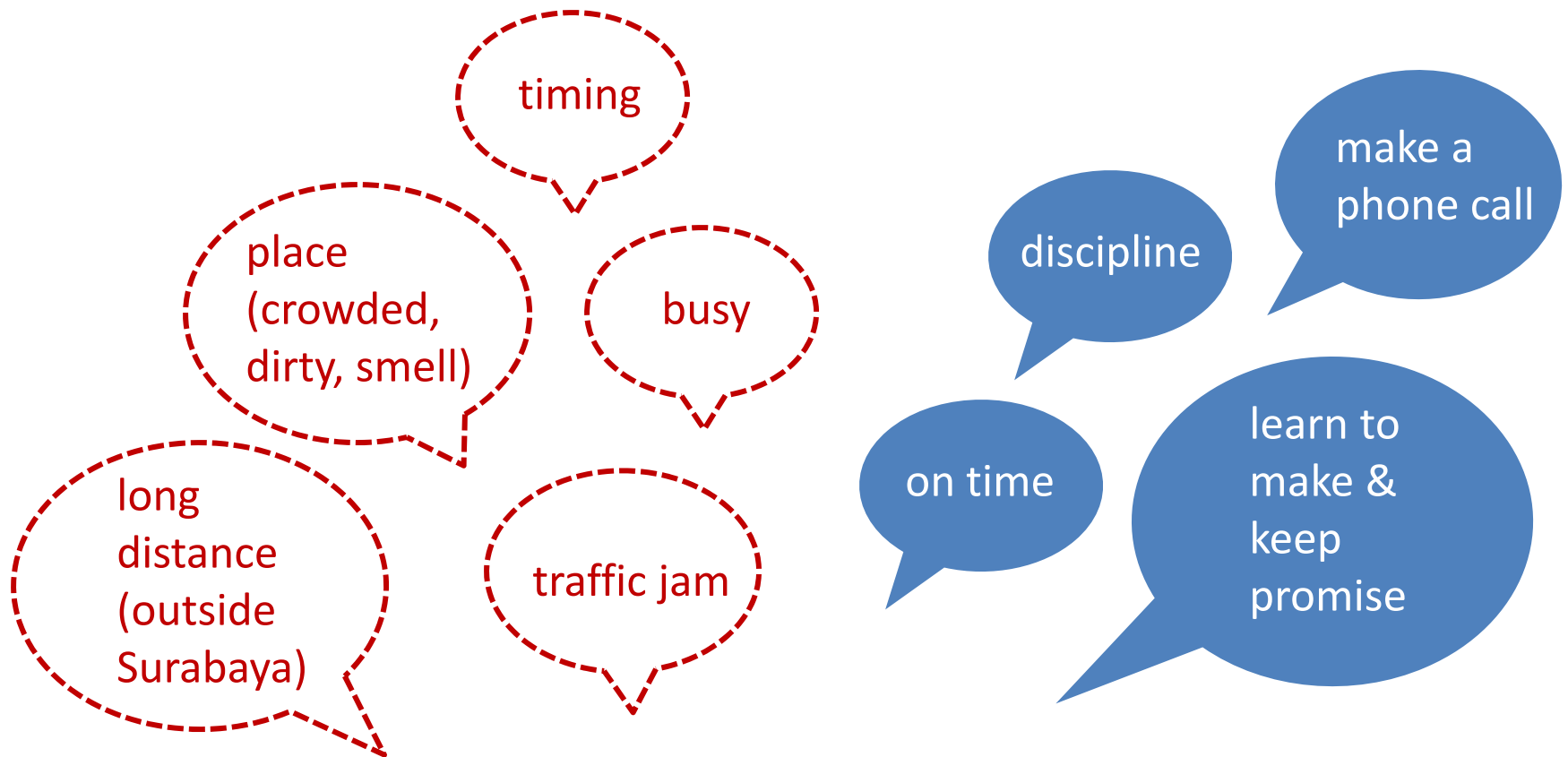
Time Management

STUDENTS' REFLECTIONS

different ethnic

low self-esteem

self profit

polite & formal language

talk like professional

being friendly
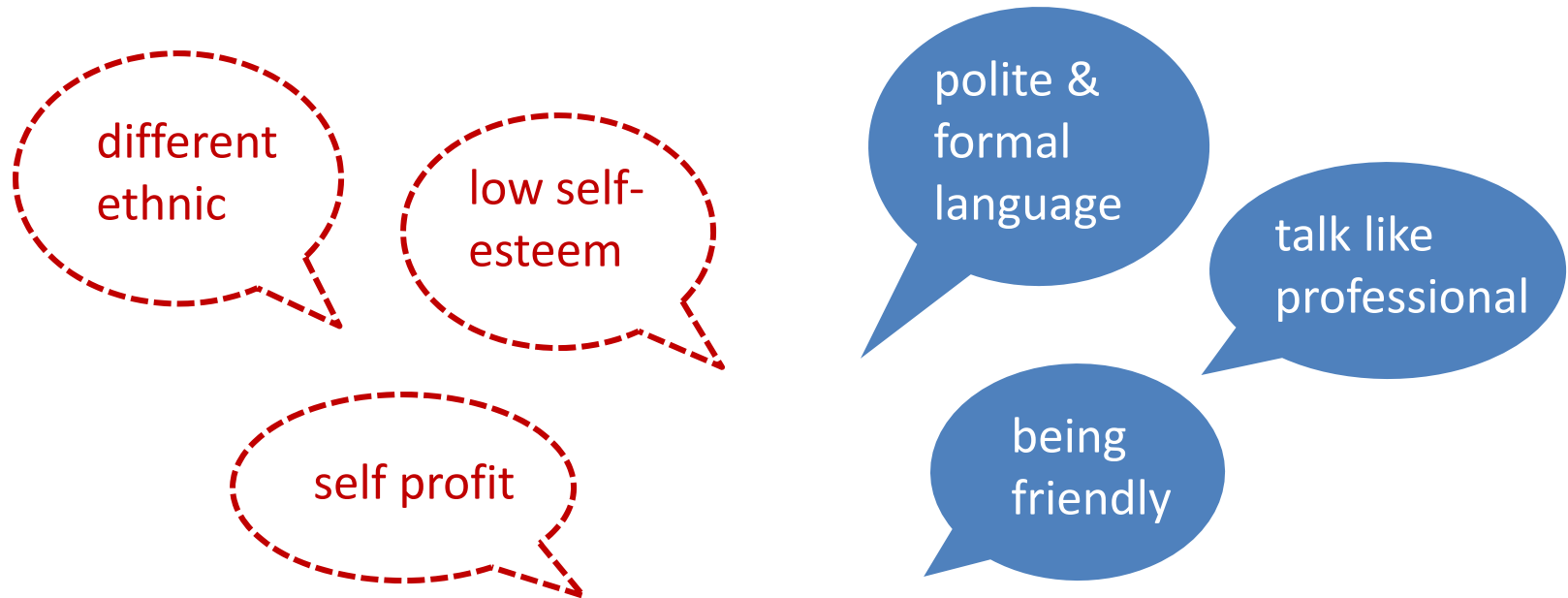
Communication Skill

Attitude

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 industri
in final project

helping micro industry
in my home town

continued S-L
personally

S-L in my holiday

Sustainability

POSITIVE IMPACT

Lenny Andriani
Setiawan Je –
4240802
(Nata Cake)

Monica F.S. –
42411071
(DOT T-Shirt)

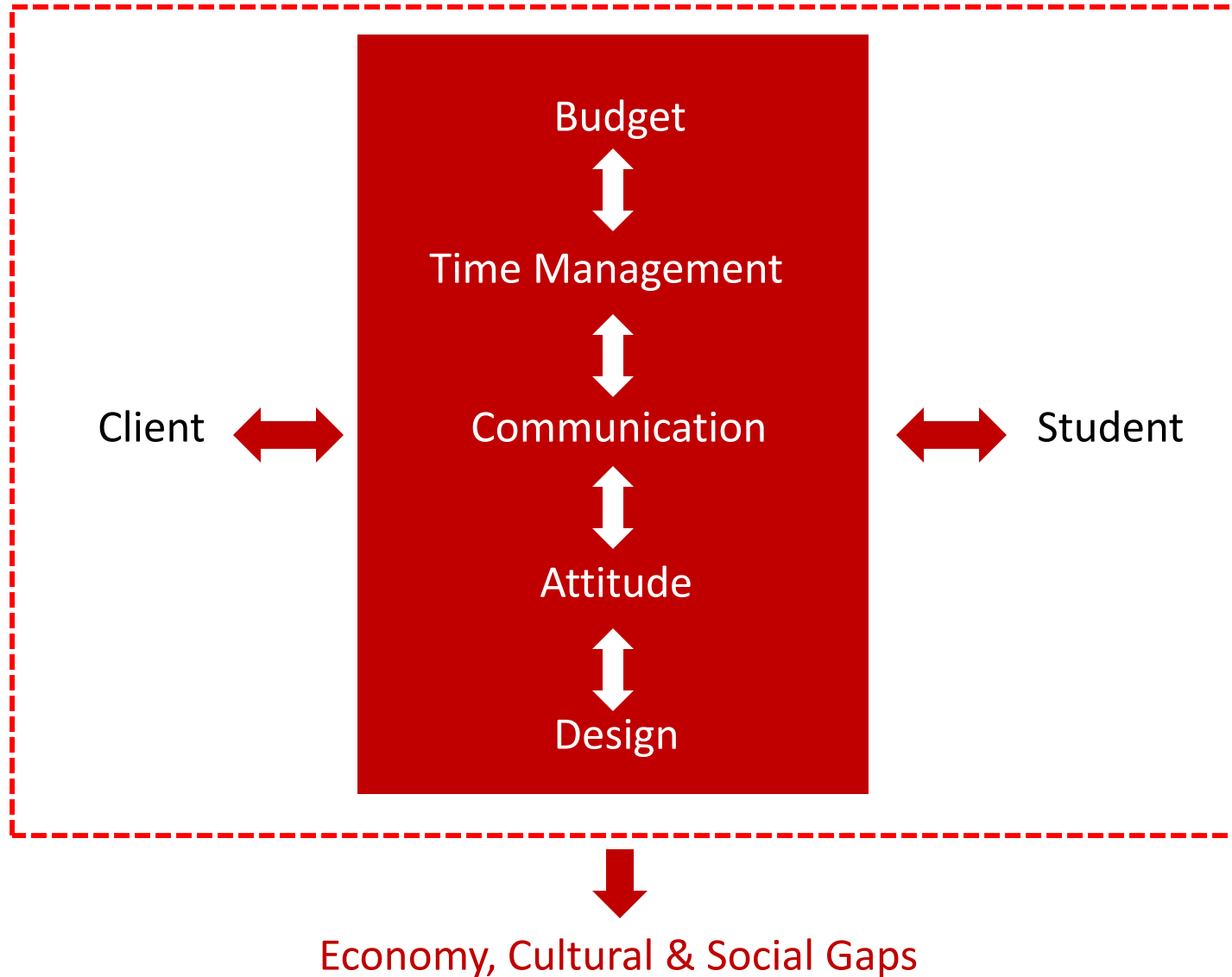Safira –
42411054
(Chrisna
Aromatherapy)

feel happy

a sense of satisfaction

maximum design with limited cost

successful exhibition & product selling

PROBLEMS

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).
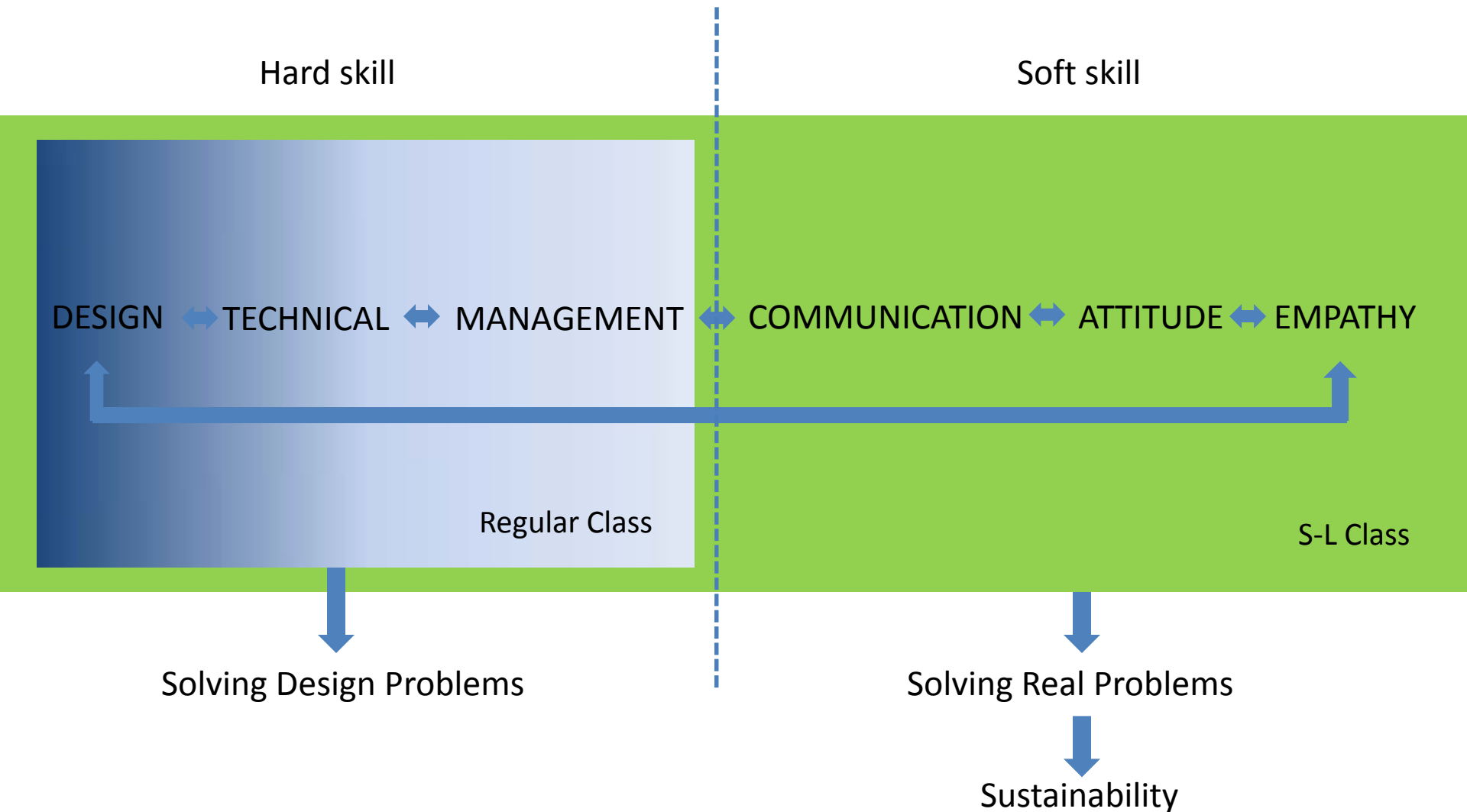
SOSIAL GAPS

Students see the social gaps as challenge to understand their client and the way to have strategy to convice 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

Soft skill

DESIGN ⟷ TECHNICAL ⟷ MANAGEMENT ⟷ COMMUNICATION ⟷ ATTITUDE ⟷ EMPATHY

Regular Class

S-L Class

Solving Design Problems

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