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## Suspected Content

Improving The Quality of Packaging Design Learning through Service-Learning Program Listia Natadjaja\*,

\*Corresponding author email: listia@petra.ac.id Abstract Our packaging design class have implemented regular and Service-Learning (S-L) program. In 2000-2005, we implemented regular program, then in 2006 until now we try to implement S-L program in our packaging design class. It turns out that through S-L program, there are some improvement in the quality of packaging design learning. We try to examine the comparison of packaging design learning between class that use regular program and class that implement S-L program. We collect the data from students' reflections and interview

with them. The research outcome gives important descriptions that in the regular class, students could explore their creativity, but their design tend to be expensive and sometimes difficult to be implemented. In the class that uses S-L program, students have

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learned about choosing material, have initiative to learn printing techniques, managing time and budget. It enhancing their learning from passive through active learning. Through the

experiences of dealing with real clients and real problems, we believe that students

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also develop their sense of civic responsibility and citizenship. Moreover, through S-L, students have contributed their packaging design to the

welfare of urban and rural people in need.

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Regarding to character development, students

become more concerned with their attitudes especially how to be polite and how to use proper language visually and verbally.

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Besides all good outcomes in S-L program, some obstacles related to economic, cultural and social gaps made us realize that this S-L program still need to be evaluate

in order to improve the quality of packaging design learning.

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Keywords: Packaging Design Learning, Regular Program, Service-Learning Program INTRODUCTION

class as an elective class since 2000. In 2000-2005, we implemented regular program, during that time our class objectives were

introducing and understanding the packaging design and kinds of elements needed in designing the packaging so they can perform the effective plan using the modern equipments. The class curriculum was to develop the early knowledge about packaging and the development, introducing and understanding the impact of packaging design in marketing and some factors supporting packaging design (Jurusan Deskomvis, 2006). **2**

At that time, students learned about packaging design and made packaging design as creative as possible for the main purpose of getting grades and exhibition. Students were struggled to make their packaging design as closely as possible with examples and theory given in class. We were fixated on the theory and seemed to forget that the design requires a real practice in the field. The packaging design final outcome was mostly beautiful and creative, but some production aspects were unrealistic, mostly in the budget. In technical matter, students' packaging design was almost impossible to implement, moreover produce in mass production because the design pattern that students' made was so complicated. Whereas the manufacture of packaging design was useful when it can be implemented and used to package mass products. At that time, we deplored to see that the wonderful works of students could only be displayed but could not be contributed to the community. Then in 2006, our packaging design class tried to implement Service- Learning (S-L) for the first time. We notice that S-L

is a teaching and learning approach that integrates community service with academic studies. S-L can enrich students' learning, teach them civic responsibility and also strengthen communities. It engages students in addressing real unmet needs or issues in a community and actively involves them in decision-making at all levels of the process (National Commission on Service Learning, **3**

2002). We believe that by implementing S-L, students can contribute their knowledge to the community and

improve the quality of their study of packaging design. **1**

As Campbell said "S-L is a type of experiential learning that engages students in service within the community as an integrated aspect of a course. Students participate in an organized service activity and reflect on that activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. Service-Learning engages students in active, collaborative, and inquiry-based learning experiences that meets identified community needs" (Campbell, 1998). According to Campbell, through S-L program students can

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opportunity to engage with community in active learning, which often leads to greater involvement and a more fulfilling educational experience. Higher education students

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need to disseminate and apply their knowledge (Rao 2003). After few years of implementing S-L program in packaging design class, we find some different conditions between class with regular program and with S-L program. In S-L program, we find some benefits from the combination between theoretical and practical that involve students and community that can not be found in regular program. As Buchanan said related to design field that designer need to experience a problem in real situation. It is time for school to deal with design requirement as profesional did. It is an immediate problem to integrate design into industry to answer the cultural question

about the role of design in modern world and

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how it can contribute to human experience (Buchanan, 1995). Until now we still implement S-L program because it is suitable program for our packaging design class. We find some advantages in S-L program that can be benefit to our students. According to Waterman, most developers categorize the outcomes of a good S-L programs in four areas, they include: (1) enhancing learning through active learning; (2) promoting of character development; (3) nurturing a sense of civic responsibility and citizenship; and (4) making a contribution to the community (Waterman, 1997). We notice that our students have implemented a good S-L program and the outcomes could enhance their learning ability in technical and soft skill. This paper tries to examines the improvement of the quality of packaging design learning, by comparing packaging design learning between the class that implement regular and S-L program. Hopefully we can see clearly the advantages and the obstacles and share the strategies in integrating the advantages of both methods to make better S-L program. METHODS The process of S-L program is examined by means of qualitative method. The data was collected based on the

students' reflections, and through deep interviews with them. The important

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part of S-L is the making of reflection paper. Reflection involves students writing down their thoughts, feelings, and ideas (Winings, 2002: 114). Reflection helps students to: (1) evaluate the program constructively, (2) evaluate their own contributions to the project, (3) provides an opportunity to assess factors that may created the problem, and (4) evaluate appropriate responses and resolutions to the problem (Winings, 2002: 111). In this research, reflection papers are primary resources that helps us to evaluate students' experience in the S-L

program in order to improve the quality of future program. The

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reflection process is a critical part of the S-L experience because student reflections can bridge the

in a way that produces new learning that can not be found in the course content (Bringle & Hatcher, 2010, p. 5). Totally, there are 286 reflection reports from year 2006-2014. We have selected the best reflection report based on projects evaluation, narrative ability, field of knowledge, and honesty. REGULAR AND S-L PROGRAM IN PACKAGING DESIGN CLASS In year 2000, when the packaging design class started for the first time, the packaging design students consisted of 60 students. During the semester, students were only study in class and did some small tasks individually. Then we think about developing a project, creating a studio and hired tutors to assist some students with their projects. So in the next two year, we developed our packaging design class not only give knowledge in theory but also practice, a lecturer teach in class and four tutors assist students with their projects in the studio. We also limit the number of students, the average amounts of students in class are 24-40 students, so one tutor assist 6-10 students. Sometimes students work individually, but most of the times they work in groups. Students learned about packaging design theoretically and did a big project

in the middle of semester and had an evaluation at the end of semester.

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In accordance with the current curriculum that focusing in marketing, students must make their packaging design as unique and creative as possible. Totally our students made about 300 packaging designs in five years. In 2006, when we began to implement S-L program, we still adopted class and studio learning and limit the number of students as similar as previous regular program. Students in groups or individually met the micro industry and helped them in solving the problem related to their packaging design. At first, we had S-L to help micro industry in urban area like Surabaya and Sidoarjo, students must find their micro industry that need help in designing their packaging designs. Not only designing, some groups of students also did registration for the micro industry products. Totally, there were 30 students and we produce seven packets of packaging designs. From 2007 to 2009,

facilitated by Community Outreach Centre, the Packaging Design class of Visual Communication Design major at Petra Christian University implemented S-L to assist micro-industries organized by the Family Empowerment and Welfare Executive Committee in Kediri district (PKK Kabupaten Kediri) (Natadjaja, 2009). In

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2007, there are 30 students and produce 15 packaging designs. In 2008, there are 34 students and 34 packaging designs, in 2009 there are 31 students and 31 packaging designs. Totally, there were

80 packaging designs made for micro industries in Kediri

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for three years. In 2010, we helped four micro industries in Rungkut, sub-district in Surabaya. There were 32 students involved and produced four packets of packaging design. In 2011, there were 31 students who helped micro industries in Surabaya and produced 15 packaging designs. In 2012, there were only 24 students and there were 24 packaging designs for micro industries. In 2013, there are 34 students tried to

help six micro industries from Madiun. From 2006 until 2013, we mostly designed a packaging for snack or beverage, but in 2014 we selected our clients that produce products that can not be consumed. In 2014, there are 40 students that helping 20 micro industries from Surabaya, our home town. So totally from 2006-2014 we have collected 286 reflection reports from 286 packaging design students and have produced 156 packaging design and all of them has been contributed to urban and rural communities. Table 1. The Number of Students, Reflection Papers and Packaging Designs in S-L Program in year 2006- 2014.

No.	Year	Number of Students	Reflection Papers	Packaging Designs
1.	2006	30	30	30
2.	2007	30	30	30
3.	2008	34	34	31
4.	2009	31	31	32
5.	2010	32	32	31
6.	2011	24	24	34
7.	2012	34	34	40
8.	2013	40	40	7
9.	2014	15	34	31
10.	2015	4	15	24
11.	2016	6	20	20
Total		286	286	156

We have adopted class and studio learning from regular program in our S-L program. This studio learning is effective for students to get some useful information about their design from their tutor. In S-L program the role of lecturer and tutor not only educator but also become facilitator between students and their clients. We have same learning process between regular and S-L program which are class learning, studio learning, design process and at the end of semester students must have exhibition. In S-L class, students must have field experience, in order to implement their design they have to interact with printing industry and as a form of appreciation students and clients must packaged the products in new packaging design, have exhibition and product selling. Table 2. Learning Process in Regular and S-L Program

No.	Learning Process	Interaction
1.	Class Learning	Student-Lecturer
2.	Studio Learning	Student-Tutor
3.	Design Process	Student-Client
4.	Exhibition	Student-Industry (Printing)
5.	Design Process	Field Experience
6.	Exhibition	Student-Client

STUDENTS' REFLECTIONS ON S-L PROGRAM Reflection is a conscious review of the day's or week's events and activities with the purpose of finding meaning. It is the opportunity to look back on our actions and experiences so as

to help us "shape our future, actions, goals, and beliefs" (Goldsmith, 1995: 1).

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It is through reflection that the students will actually see what they are learning (Eyler, et. Al., 1996). In this research, we analyze some reflections only from the packaging class that implement S-L program because students did not make reflection in regular program. In order to get data from regular program, we made comparison based on our experience as a lecturer and also we collected some informations from students and tutors through deep interviews. In the class with S-L program, we feel that reflection papers are very helpful to get some description about what students think, feel and do while they did the project. Enhancing Active Learning The research outcomes give important descriptions that S-L can

improve the quality of the study of packaging design. In the class, students

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get some theoretical knowledge and with that theory they must be able to make a good design. A good design can be made only through computer and printer, they just need to print their design. But in S-L project in order to be used by the client, students have to print their design in larger amount of material in industry like screen printing or offset printing. Because of that condition,

students have to learned about choosing materials, printing techniques and process, managing time and budget.

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Budgeting is the main challenge in this project, this is one of the factors that distinguish between class with regular and S-L program. Students are never have experience in counting the real budget, so they must really careful not to make their micro industries suffer a financial loss because of their expensive packaging design. On the other side, students do not want to make cheapest design because they do not want their design look cheap. Here is one of the students statement: I'm not only concern about the design but also the needs of clients, I have to be able to calculate the cost which will be spent on packaging according to the product sales and adjusted to the profit of the product so that the packaging is not too expensive or too cheap. I have to know what kind of design is desired and needed by the market and the characteristics of the product to be designed. In addition, I gain knowledge about how to print (prepress, press and post-press), kind of materials used, printing techniques, printing process, and finishing technique, such: cutting, folding and packing (Chrysantia US-42407007). In addition, besides gaining knowledge about packaging design, it turns out that many students get knowledge about the products that packaged. Usually their micro industries will give some informations about the characteristic of their product, how they manage to get the row material, how to process and sell them. A major component of service learning is the mutual exchange that takes place between student performing the service and the individual or agency receiving the service. It is this notion of reciprocity

that distinguishes service learning from other forms of experiential learning. In service learning,

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there is the constant exchange taking place between the student and the community member or agency receiving the service. The nature of this exchange is one mutual respect, learning and development (Winings, 2002: 11). It turns out that is not only students who contribute to community but through the interaction and relation with the community students get knowledge that they can not find in the classroom. The jackfruit chips are produced seasonal only, and producers do not have suply after jackfruit season ends. Consumers will be disappointed if they want to buy a jackfruit chips but the product is not produced, especially when the existing name and labeling (brand) are known and sought after people (Devi Dianita Ganiarsa-42405006) We also got a bit of knowledge from a Mangrove plants it turns out that it can be cultivated and produce various kinds of products to be sold (Marsellina-42407159). Civic Responsibility and Citizenship The important thing from S-L is that the

students have the experiences of dealing with real clients and real problems.

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They have to be realistic not to follow their ego, but understand their client needs. The control of the ego is not only related to the design process, but also students relation to their friends in team and their clients. This packaging design project must be done untill it can be used by the client. The ego is also related with the design, students must really consider their client request. Here, students also learn to have emphyaty and self control. In SL, I "challenged" not only struggling with my "ego" in my design, but I also demanded to see reality both in terms of sales price, characteristics and consumer products (Grace Giovani S-42407060). Here we see that the real client and real project can become positive boundary in the way that the students should position themself in client' point of view. As Winings said "As young people develop, learning about boundaries, societal rules and self-discipline are important concept to acquire. This is often challenging and difficult lesson for young people to master. With their tremendous energy, dynamism and



and creativity, learning to control those impulses and to become responsible young men and women is not easy. But we know that it is necessary. The Contribution of Packaging Design to the Community The

students' designs are not just graded and exhibited but their designs are donated and implemented. Through S-L, some students have contributed to the welfare of urban and rural people in need. Some students

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feel very happy and satisfied to see their design is appreciated and used by their client. In S-L program, students do not only contribute their idea, knowledge in form of design, they also involve their "heart" for their client. They will feel happy when their design can be accepted and vice versa. When I can managed to make packaging design, and gave it to Mrs. Erlin, I feel very happy. That's because my packaging design can help Nata Cake businesses that is not widely known. I feel happy to work together in helping the community, especially micro industry. There is also a sense of satisfaction because the packaging design will be realized for selling her product. Mrs. Erlin quite satisfied with the results of the packaging and Point of Purchase (POP) which is displayed (Lenny Andriani – 42408024). Strengthen the Character Development through the Gaps S-L program is not without conflict, different background create some gaps between students and clients. In spite

all the good things that happened in the S-L program, we categorize that there are some obstacles faced by students related to economic, cultural and social gaps.

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This kind of problems could not be found in regular program, however we believe that there will be answer in every problems, besides those problems can enrich the process of learning. Besides having some positive impact from S-L program, there are also a unpleasant story from students because of their "bad" relation to their clients. It is sometimes difficult to be solve, students can not fulfill their client need meanwhile there is time limit that they have to finish their work, the interaction between students and their clients can not be intensive because of long distance between them. Moreover, students do not give any information to the lecturer during the process or they think their client will be fine with their design. My client many times do not suitable with my designs, eventhough I have follow the existing rules of packaging design. When I give my design to them, they are still not satisfied with my design. (Ira Levina-42404194) Budgeting become a scapegoat that students can not make a good design. Students also compare the theory that they get in class and the implementation in the field. They do not only fascinated with the picture of modern packaging design but they also willing to implement them. They have already have standard that a good design should be like one in books. They even blame the S-L class that force them to be minimalize. Because my client and I have different tastes and their budgets are limited, so I can not create my packaging design maximally (Valentine Andriani- 42405133). In Service-learning class, I'm a bit of getting knowledge of packaging material which is beautiful and modern like in the books of packaging (Lanny Hanavi 42404035) Different financial ability of the clients make some students feel "jealous" to their friends. Instead of focusing on their own design and thinking about making packaging with minimal budget, they blame the unfair condition. Cooperation with small industries which have a minimal budget makes creativity hampered because it adapted to the minimal budget. As for some of the students who got client that quite capable, they can make the packaging design more than clients who have less budget (Fendy Setiawan-42405139). Economic become a sensitive topic when students ask their client how capable they finance the



printing of a new packaging design. Most of the students avoid asking their client financial condition, moreover asking clients to fund part of their project. However, some students encourage themselves to ask their clients to participate in financing their projects and they succeed. 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. In S-L, the designer can know the preferences of the wider public interest, and also knows the market interest. (Devi Dianita Ganiarsa-42405006) Students do not only improve their hard skill, they also become more

concerned with their attitudes especially how to be polite and how to use proper language visually and verbally.

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Students will be challenged in terms of attitudes and habits through the service component. Compassion and empathy will naturally emerge as a result of their project work (Winings, 2002: 19). Many times communications become the main problem in this project. There is a language barrier between students and micro industries. Mostly our students speak Bahasa Indonesia in their daily life but their clients speak Javanese and few of them speak Maduranese. During interaction with the manufacturer, there are difficulties in terms of communication and also the frequent occurrence of miscommunication between students and producers. Usually students solve that problem by using formal and polite language in Bahasa Indonesia in order to avoid their client become offended or misunderstanding. Even though, students face some difficulties, some of them can see the obstacles in a positive way of thinking. With this Service-Learning method, I learn how to deliver material and messages to others (micro industry) by using language that can be captured and understood by them. Our clients come from Madura ethnic, so we had to use a language that really formal. In designing the packaging, we need to have intensive communication and interaction with clients (Shinta Gunawan, 42408044). There is different educational background between students and clients. Because of that, students experience that it is easier for them to relate with their tutor than to their client. In positive way, students see the social gaps as challenge to understand their client and the way to have strategy to convince them. Presenting the concept of design that I created in front of the small entrepreneur is very different from the present to the tutor. It must have been because of their different backgrounds with our tutor. 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). Figure 1. The Interaction of Students and Their Micro Industry in S-L Program

BETWEEN REGULAR AND S-L PROGRAM Based on those datas, we try to make comparison from both regular class and S-L program. Real client and real problem have a huge impact to the students' learning process. Students in regular program are mostly focusing in design process. The emphasis of this class was most of the time at the skill level, like how to make a unique, creative, elegant or modern packaging design. The consequences of this class projects were students' tend to make an expensive and complicated packaging design structure. Students referred the making of idea and the concept to the book of packaging design. Students did not have to count for a budget, so their design were sometimes unrealistic to be implemented because it cost a lot. Students also did not have field experience, they did the design at home and ask some opinion from their tutor. Students in regular program were only need to make a few models of their designs, so they did not need to go to the industry to have screen printing or offset printing. Because of that, students had less technical knowledge. At the end of the semester, they had to exhibit their products and after their tutor gave marks, then they could bring their design home. The quantity of packaging design exhibit was increased each year because of the competition among students. We saw that this kind of learning were only focus on having a good grade and a compliment from anyone who saw their design. At

the end, their design could not be implemented technically because of the complex packaging structure and it was unrealistic in budgeting. Finally, the students were only made a fictitious design as their portfolio. Because students in regular program did not have real clients, they did not have field experience, they did not have interaction with other people with different background, so the consequences of the packaging design class was only focus on solving design problems. Once their design is being graded, they finish their job. They do not have other responsibility regarding to the implementation of their design. Whereas there is a potential if the work that students create can be useful for community in need. Real clients in S-L program have an impact to the learning process of packaging design students. In the design factor, the existence of the real clients give the some boundaries related to the time management and budget. The other part of this lesson is learning of keeping one's word, becoming a person of integrity and someone who can be trusted." (Winings, 2002: 39). S-L is not only enhancing active learning but also develop students civic responsibility and citizenship. Students have to keep their promise to their clients. Students must make creative design with realistic budget. Students must implemenent their design, so they have to learn many things related to technical matter like prepress, press and post- press). In class, students still can get some advice from their tutor, however the way that they communicate with their clients are totally different. Language is the real barrier that students face. Petra's students come from many other places in Indonesia, they do not only from Java, so some students hard to know what their clients say moreover understand their clients need. Eventhough our students born in Java, mostly they can not speak Javanese especially fine Javanese language. In this situation, both students and their clients have to speak properly using formal language Bahasa Indonesia. Students also face significant economic, cultural and social gaps because they have different background. Eventually, this situation effect the students attitude, they do not want their client get offended so they have to use proper language, dress politely, and make themselves well prepare. This condition make students must have self control. In one side, students must fulfill their clients need, but the other side students must applicate their design knowldege make students must have emphaty. The gaps between students and clients can be means of learning to strenghten students character development. We can say that in S-L program, because students must contributed their packaging design to the community, they should do the design with emphaty because they solve real problems not only design problems. Table 3. Comparison between Regular and S-L Program.

Skill	Regular Class	Service-Learning Class
Solution	Hard	Soft
Design	Technical	Unique, Creative and Modern
Budget	Expensive & Complicated	Unrealistic
Class Experience	Graded & Exhibited	Less technical knowledge
Design Class	Simple Implemented	Unique, Creative and Modern
Field Experience	Graded, Exhibited	Donated & Implemented
More technical knowledge	(prepress, press and post-press)	Creative Design with Realistic Budget
Communication	Lecturer & Tutor	No Language Barrier
Language	Lecturer, Tutor, Client (Micro Industries), Industry (Screen Printing, Offset Printing), etc.	Language Barrier
Understanding Clients' Need	(Javanese, Maduranese & Indonesian Language)	No Reflection
Paper	Reflection Paper	Paper
Attitude	Fictitious client	Emphaty
No Gap	Goal Solving Design Problems	Real client
Economic, Cultural & Social Gap	Solving Real Problems	Sustanaibility

Figure 2. The Goal of Regular and S-L Program

**CONCLUSION** The study of design is not only related to technical skill. Regular program give students the ability to create unique, creative, elegant and modern packaging design, but expensive and complicated to be implemented. Meanwhile, S-L program give the students

opportunity to deal with real clients, so their design must be realistic to be used by micro industries. Moreover, the goal of S-L problem is to solve the problems of the clients, meanwhile the regular class only solving the design problem that mostly fictitious. There are things outside theory that perceived benefits for S-L program in terms of communication like: empathy and self control. The limitation that the students face is not always negative but can be positive experience for them. There is a different characteristic from S-L program when there are boundaries from clients side. We see that this boundaries are good for students to make them prepare to meet their real clients in the future. Besides having technical skill, students have to prepare for their softskill. In S-L program, students must well prepare before they meet their client compare to meet their tutor, we see that it is a good things to make them use to do it. Students learn how

to deal with client with different economic, cultural and social background.

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They feel that they need to understand their clients' need. Mostly students feel that because of the budget, they can not create a good design. But actually this is one challenge for students to try their best to make creative design with limited budget. The way that students see the obstacles are various, but through the difficulties we believe that the quality of students' design can improve. S-L is not only enhancing active learning, developing students civic responsibility and citizenship, contribute of packaging design to the community, and the gaps can strengthen the character development of students. S-L turns the obstacles into challenges, the problems into solutions. S-L program make us reform our curriculum of packaging design class, our new objective is

to give knowledge about packaging design in theory and application, from idea to final form, and also to provide experience for students in packaging design as well as creating real solutions for factual packaging design problems

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(DKV Guide Book, 2014).

Up to now, S-L program can still improve the quality of the study of packaging design in the ways students show their technical and soft skills.

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