SERVICE-LEARNING IMPLEMENTATION DURING COVID-19 PANDEMIC BY DESIGNING BRANDING STRATEGY FOR SMALL MEDIUM ENTERPRISES

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The rapid growth of SME industries in Indonesia, stimulates society to be more aware about branding strategy because of the tight competition, even in the Covid-19 pandemic situation. Some of the SME industries in East Java, Indonesia, were having the same problem. Through several meetings with these SME and several observations, with depth interview, it can be concluded that the problem was relies on the lack of branding knowledge. Therefore, service-learning method was the relevant solutions for helping these impacted society. Because through this method, these society could learn together with the students for solving their problems. Therefore, a balance reciprocal ecosystem was created in accordance with the spirit of service-learning. This service-learning program was held and explored the possibility for implementing branding strategy using hybrid method, because of the Covid-19 pandemic situation. Qualitative method was used with empirical approach, combined with Service-Learning method, followed by observation and depth-interview for gathering the data and feedbacks. As a results, these branding strategies were well received by the impacted society (SME) and based on the interview with the SME, these strategies could help them to develop their business. By implementing branding theories on the real case, students could experience the real situation for creating branding strategy. While the lectures also get more insight about the recent problem of implementing branding strategy for SME products, gaining more teaching experience and updates about the theories implementation. This service-learning programme was beneficial for students, society and lectures as a holistic education that integrates academic, emotional, and spiritual aspect. This method could be effective for reaching various communities at the same time, in condition of the society capabilities to utilize digital media.

Introduction

Objective or research problem

SMEs (Small and Medium Enterprises) and MSMEs (Micro, Small, and Medium Enterprises) has been growing rapidly since the last few years in Indonesia, as a result from the increasing appreciation for local brand by Indonesian market. For instance, the M Bloc Market and M Bloc Space which created a space and facilitate the local brands to meet with their consumers. This type of consumers has been saturated with the international brand or big brands which monopolize the industries. Therefore, they are searching something else that more genuine and resonate with their life (Hendroyono, 2019). Moreover, the prestige of local brands has also increased, as seen with Javara's success in promoting local spices abroad, as presented at the Indonesian Brand Forum 2021 (IBF 2021) seminar (Yuswohady, 2021). This success is one of the examples from SMEs and MSMEs brand which striving to excel in what they did and have courage to challenge themselves to be more developed. As articulated by Subiakto Priosoedarsono a branding practician and expertise in a prior IBF 2020 session, these enterprises possess inherent advantages over their larger counterparts, stemming from their flexibility to adapt swiftly to the evolving needs of society and their immediate surroundings. Such adaptability has proved particularly relevant amidst the ongoing pandemic and the ensuing new normal. Consequently, the prevailing conditions have prompted a surge in the creation of new and innovative products from the thriving SME and MSME sector. This surge in entrepreneurship has given rise to intense competition among products. The emergence of new products often follows in the footsteps of successful ones, necessitating a shift in focus from product capabilities alone to the underlying value and significance of these offerings. Handoko Hendroyono in his book, "Brand Artisan," argues that local brands possess a distinct advantage over their international counterparts due to their ability to forge an intimate connection with consumers, because they have a story that is closer to the consumers. It is this connection with consumers that adds value and meaning to a product that shaping a positive perception and ultimately forming a brand identity (2019). The thriving ecosystem of SMEs and MSMEs in Indonesia reflects not only the resilience and resourcefulness of its entrepreneurs but also the growing recognition of the significance of supporting local businesses and embracing the rich stories and heritage of local products. This dynamic

landscape, fuelled by the convergence of entrepreneurship and cultural authenticity, promises an exciting future for the Indonesian business sphere, where local brands take centre stage, capturing the hearts and minds of local and foreign market. Based on this background, the awareness of branding on SMEs and MSMEs product is increasing and stimulates some of them to create and learn about branding process to deal with the tight competition. But making a branding strategy is not an easy process and need more understanding about product and market research. One of our election classes in Petra Christian University Visual Communication Design is practicing about branding studies, that enable us to collaborate with SME and MSME. Therefore, we saw that this could be an opportunity for us and our students to learn and practicing while assisting the society. Service-Learning method is the perfect learning method to do this activity about branding process to assist several SME and MSME in East Java (Vogelgesang & Astin, 2000; Furco, 1996). This study will discuss about the Service-Learning implementation during Covid-19 pandemic about making branding strategy for SME and MSME in East Java.

Methods

This study was conducted with a qualitative method analysis using empirical approach based on the experience that being learnt on this case studies. This study also using Service-Learning method, to create the learning design module. Service-Learning put an equal weight between service and learning process. Students, academic faculty, and the communities are served as learner and teacher. During the process of Service-Learning, teaching, and learning activity would occur by explore, discussion and solving the brand problem together. Therefore, all parties could be indicated as servers and served (Sigmon, 1997). Because of the covid pandemic during the implementing process, the E-Service-Learning method, Hybrid Type III e-service-learning was applied in this process. This method freeing the physical and geographical constraints, by utilized the online learning method using Google Meet platform, while maintain the engagement during the process with the communities (Leora S. Waldner, 2012). Meanwhile, the data mining and feedback gathering was conducted by observation and in depth-interview with the community, by open-ended conversation with the communities which allow us to gain more insight and problem after the design implementation (Muratovski, 2016). Student reflection during the Service-Learning also helped the academic faculty to gain insight about how students think and learn during the process, which important aspect for

evaluating course module design (Clayton, 2009). Reflection process in Service-Learning will also help student to enhance their experience in applied studies and understand the relationship between their knowledge and society (Winings, 2002).

Research design

This service-learning program was held and explored the possibility for implementing branding strategy using hybrid method, because of the Covid-19 pandemic situation.

Sample size and sampling procedure

Using in-depth interview with the SME as the impacted society complete by doing observation for deeper analysis while collecting the previous design or promotion data that has been done before. We collect this data by documentation such as videos and photos. After that, we brought this data and discussed it together with our student in the class. To get better understanding about the client's problem, we also invite these SME through the online class to share about their product problems. On this process, we believe students could get better insight that came directly from the eS-L target. While doing this interview, student create notes and later they discuss it together with mentors.

Research tool or data gathering techniques

Research tool and data gathering techniques for this eS-L was smartphone to take pictures and videos about the SME products and situations, and notes to write down the gathered data from interview session. We also do observation on site for some of our SME clients, to get better understanding about the situation. For sharing session with our students, we use Google Meet an online platform for video conferencing. We do this because all activity was conducted online during the Covid 19 pandemic situation.

Results

The Community and Their Problems

a. **Nusantria**

Nusantria is a MSME brand for Eco print fashion. They have obtained a permit from DISPERINDAG (Department of Industry and Trade) and their brand name has been patented since 2019. Nusantria's collection includes clothing, bags, shoes, and various other fashion creations. Nusantria also empowers and collaborates with local community members who have sewing, shoemaking, and bag-making skills. This business has been around for quite some time and has a significant number of wholesale customers due to its affordable prices. However, this poses a challenge for Nusantria as a brand because their products are resold under different brands. Despite being located in a small hamlet, Nusantria has established a social media presence for promotion and distribution, although their brand communication strategy is not yet well-organized. Nusantria's products have also participated in fashion exhibitions such as INACRAFT (The Jakarta International Handicraft Trade Fair), albeit still using labels from other brands. These factors highlight the need for Nusantria to create a definitive brand guideline and their own brand story to raise awareness.

b.   Mojoagung's Center of Natural Dye Batik

Mojoagung's Center of Natural Dye Batik is a community of batik artisan and producers in Mojoagung with collection of several batik products specializing in natural dyeing. Under the guidance of Mr. Amin, who also has a product called Batik Berkah Mojo. Mr. Amin and his products are well-known among batik enthusiasts. Nevertheless, there is a need for consumers are also aware of the existence of the Sentra Batik Pewarna Alam Mojoagung community and become acquainted with the other batik products within this community. Therefore, Mojoagung's Center of Natural Dye Batik branding is needed to be establish for creating its identity and introducing the value and goals of this community.

c.   Wastra Sejahtera Community Group

The Wastra Sejahtera Community Group, led by Mr. Bambang Irawan, has been primarily engaged in the production of woven sarongs. However, they have found that the development of this business is not promising and does not yield profits due to the involvement of intermediaries. Therefore, the Wastra Sejahtera Community Group is currently exploring the development of a new product that can support the well-being of the surrounding community

such as naturally dyed woven fabric, which is still relatively rare in East Java. Recognizing this opportunity, Mr. Bambang believes that a new branding strategy is necessary for their product.

d.   Rengginang Bundaku

Snack Rengginang Bundaku is a home-based business (MSME) owned by Bunda Murti, located on Jagir Street, Wonokromo. Bunda Murti recognized a market opportunity where people struggled to fry raw rengginang (crispy rice crackers) in a delicious and appealing manner. Therefore, Bunda Murti took the initiative to sell ready-to-eat, neatly packaged, and delicious fried rengginang snacks. Although Rengginang Bundaku already has its previous packaging and a brand name, the lack of proper branding strategy to enhance brand awareness among its target audience, is the main challenge for this MSME.

e.   Sinom and Kemaruk Rosme Beverages

Sinom and Kemaruk beverages under the Rosme brand are products of Ondemohen Surabaya MSME, owned by Mrs. Rusmiatin, as part of the Kampoeng Oase Ondemohen Surabaya product line. The main challenge faced by these products is the lack of branding strategy, and its implementation such as packaging labels that fail to communicate the product's quality effectively. Therefore, to assist this community vision and goals for their products, a development of branding strategy is necessary to enhance the brand awareness.

e.   Petra Christian University Compost House at Q Building

Compost House at Q Building is a facility owned by Petra Christian University Surabaya. This Compost House actively contributes to environmental conservation by producing compost from organic waste and leaves collected around the campus. Unfortunately, not many members of the Petra Christian University community are aware of the existence of Compost House and its products. To address this issue, a suitable branding strategy is deemed necessary. While not aimed at commercial purposes, this strategy aims to establish a distinct identity for Compost House. This identity is crucial for introducing Compost House not only for the university community but also to the general public who collaborate with Compost House. Furthermore,

developing a branding strategy is important for strengthening the brand equity for Petra Christian University itself.

Discussion

How to connect with the Class Pedagogy

The outcomes produced through this program are aligned with the achievement indicators outlined in the Semester Learning Plan (SLP) for the Branding class course. The indicators for achievement in the Branding class SLP's are presented below.

Table 1.
Course Learning Outcomes (CLO) and its Relation to Intended Learning Outcomes (ILO)in Service-Learning Activities.

Course Learning Outcomes (CLO)			Assessment Method (assignment/assessment/measurement/evaluation)	Score (%)	Intended Learning Outcomes (ILO)	
CLO code	CLO Description	CLO Indicator			ILO relation	ILO Indicator
CLO 1	Students understand basic branding principle for brand communication. (level *Understanding*)	Students understand the function of branding in brand communication and its real application.	**Assignment 1a: Case Study of Branding in Small and Medium Enterprises (MSME)** *Students need to search for successful Small and Medium Enterprises (MSME) that have effectively implemented branding strategies and analyse the application of its branding strategies in various aspects.* **Introduction for the final assignment: Students needs to select a Small and Medium Enterprise (MSME) to be assisted throughout the Service-Learning process.**	5%	ILO 4	(ILO 4.2) Understanding basic design principle.
CLO 2	Students understand the importance of the relationship between branding strategy and integrated visual aspects and are able to carry out visual branding analysis of real case examples (level *Applying*)	Students are able to mapping the visual analysis of the product by applying the visual branding analysis of the brand.	**Assignment 1b: Visual Branding Application Analysis MSME Case Study** *Continuing the analysis of the Branding case study in more detail into its visual application*	5%	ILO 4	(ILO 4.4) Apply basic concept of art, design on technology

CLO 3	Students are able to think coherently and critically in the research process. (level *Analyze*)	Students understand the initial research process needed to create a branding strategy	**Assignment 2a** **(Research)** **Students identify the selected MSME's problem.**	**5%**	**ILO 5**	(ILO 5.1) Identify problem
CLO 4	Students are able to apply the analytical methods taught to real case examples. (level *Analyze*)	Students understand the process of making a brand, and able to carry out the Brand Research method. Therefore could correctly analyse the problem and target audience.	**Assignment 2b** **(Research Result Analysis and Strategy)** **Students analyse MSME problems (products, TA and competitors) which can be used as branding strategies**	**10%**	**ILO 5**	(ILO 5.2) Problem analysis
CLO 5	Students use research results to produce branding strategies that are in accordance with the given case study. (level *Analyze*)	Students are able to translate data analysis to formulate brand essence, brand positioning and brand attributes, as data for building the right branding strategy	**Assignment 2c** **(Strategi & Concept)** **Students produce a final strategy that is applied to the design concept (making the Initial Brand Book)** **Middle Exam (Assignment 2 Presentation)**	**10%** **10%**	**ILO 5**	(ILO 5.3) Integrating concept art, design on technology
CLO 6	Students are able to put the resulting strategy through an appropriate communication strategy. (level *Analyze*)	Students are able to produce appropriate and innovative branding strategies that applicable and then apply them to the appropriate media.	**Assignment 2d** **Initial Brand Book Presentation**	**10%**	**ILO 5**	(ILO 5.4) Applying art, design and technology to problem solving
CLO 7	Students are able to study and work with their real clients of the project. (level *Evaluate*)	Students are able to address the needs and problems of real clients discovered and apply creatively and innovatively crafted branding strategies to solve real issues.	**Assignment 3a** **Client Presentation, explaining how the developed branding strategies will be implemented, and working together with the client to actualize them.**	**10%**	**ILO 6**	(ILO 6.1) To contribute effectively to teamwork
CLO 8	Students can also generate innovative branding strategies that are aligned with the identified problems. (level *Evaluate*)	Students are capable to produce accurate analyse and produce appropriate strategy for their designated client.	**Assignment 3b** **Implementation of branding strategies and design while continuously collaborating with the client. (Output: final brand book after receiving input from the client, video presentation)** **Final Exam (Presentation, Student Reflection)**	**25%** **10%**	**ILO 6**	(ILO 6.3) Expanding networks locally and globally.

Source: Private documentation

Table 2.

Assignment and Exam Description

Assignment 1a 5%	**Schedule:** Meet 1 **Objective:** Students understand the function of branding in brand communication and its application in the professional world. **Instruction:** Find successful SMEs/MSMEs that have implemented branding strategies, analyze the implementation of branding strategies in various aspects. **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 1b 5%	**Schedule:** Meet 2 **Objective:** Students are able to map visual analysis of the researched product by applying visual branding analysis. **Instruction:** Students continue the detailed analysis of the Branding case study, focusing on its visual application. **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 2a 5%	**Schedule:** Meet 3 **Objective:** Students understand the initial research process required to develop a branding strategy. **Instruction:** Student identify their MSME's problem **Output:** Report, presentation in PPT/PDF
	Schedule: Meet 4-5 **Objective:** Students understand the brand creation process and are capable of conducting Brand Research methods. This enables them to generate accurate analysis of problems and target audiences.

Assignment 2b 10%	**Instruction:** Students analyse MSME problems (product, TA and competitors) that could be formulated as the brand strategy **Output:** Report, presentation in PPT/PDF
Assignment 2c 10%	**Schedule:** Meet 6-8 **Objective:** Students are able to translate analysis data into formulating brand essence, brand positioning, and brand attributes as the foundation for developing an appropriate branding strategy. **Instruction:** Students produce a final strategy that is applied to the design concept (creating the Initial Brand Book). **Output:** Report, presentation in PPT/PDF
Middle Exam 10%	**Schedule:** Meet 7 **Objective:** Mahasiswa mampu menterjemahkan data analisa untuk merumusan brand essence, brand positioning dan brand attribute, sebagai data penyusun strategi branding yang tepat. **Instruction:** Mahasiswa presentasi Assignment 2 **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 2d 10%	**Schedule:** Meet 9 **Objective:** Students are able to generate appropriate and innovative branding strategies that are also practical, and apply them to suitable media. **Instruction:** Initial Brand Book presentation to the lecturer **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 3a 10%	**Schedule:** Meet 10 **Objective:** Students are able to address the needs and problems of real clients that are identified and apply creatively and innovatively crafted branding strategies to solve real-world issues. **Instruction:** After the revision of assignment 2d, students create first presentation with the client. **Output:** Report, presentation in PPT/PDF
Assignment 3b	**Schedule:**

25%	Meet 11-14
	Objective:
	Students are able to produce accurate analysis and appropriate strategies for the chosen real clients.
	Instruction:
	Student presented their Initial Brand Book Awal to the community (client)
	Output:
	Digital Brand Book Final, Real Mock-Up
Final Exam 10%	**Schedule:**
	Meet 15-16
	Objective:
	Students are able to generate accurate analysis and appropriate strategies for the selected real clients.
	Instruction:
	Final presentation to client + student reflection.
	Output:
	Prsentation file (PDF), layout and arrangement are free as long as they are organized, clear, and communicative. S-L reflection report.

Source: Private documentation

Research Procedure

Implementation of Service-Learning during the Pandemic

This activity was carried out from January to June 2022, amidst the ongoing pandemic conditions in Indonesia that have gradually improved up to the present day. Therefore, we chose to adopt a hybrid method in its implementation. Although on-site visits to several partner locations were not possible, the activity could still run smoothly because the focus was more on consulting branding strategies. This process does not require extensive physical implementation, therefore suitable for a hybrid approach. According to Waldner, et al. this type of Service-Learning is called Hybrid Type III e-service-learning (2012). The hybrid method also facilitates collaboration among our team and students, even if they are located far apart, and enables us to handle multiple SME partners simultaneously. This method was challenging with a limited number of personnel using an on-site method. The success of this method relies on maintaining continuous communication between the partners and the community service participants. Communication plays a crucial role in the exchange of data and information that is useful for developing branding strategies. To streamline the process, we divided the students into groups, each assigned to specific partners. Each student group, accompanied by a supervising lecturer, forms communication groups with the assigned partners to maintain flexible communication channels.

The research method for this community service is divided into several steps:

a. **Community Analysis**

We need to ensure that each community partner we will be working with needs branding assistance as their problem solution. Therefore, we conducted direct observations and interviews with several informants to obtain initial data and field information.
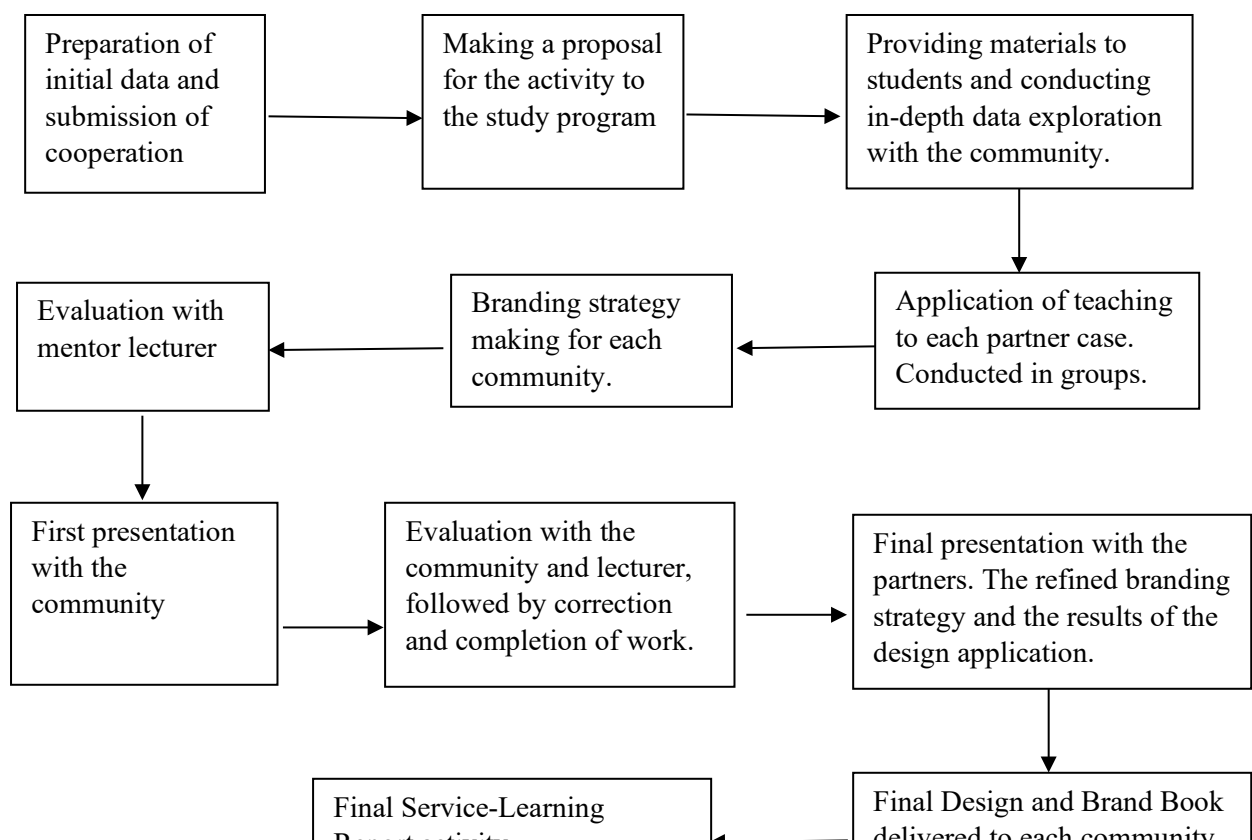
b. **Community Problem Analysis**

Through detailed interviews conducted with each partner, we were able to examine the problems they are currently facing. We also confirmed with the partners about what we will offer through this collaboration and ensured that the outputs we produce will indeed address the issues they are experiencing.

c. **Solution Analysis**

The formulation of solutions is carried out after the teaching conducted in the classroom is applied by students to address the specific issues faced by the partners, through a series of guidance sessions with the supervising lecturer. Students will also maintain continuous communication with their community partners to obtain accurate data. This process is repeated multiple times to generate solutions that can meet the partners' needs.

Implementation Mechanism Scheme:

Hybrid Type III eService-Learning

Activity Schedule

14 January - 7 February 2022	The process of finding partners and collaboration proposal with the community. We collaborated with a total of 6 communities with 7 products.
7 February – 18 April 2022	• Branding course lecturing activity • This is followed by direct practice after analyzing the problems faced by the collaborating partners. In this process, each student is divided into groups of 2 students, handling one community, except for two beverage products from the Ondemohen MSME partner, which are each handled by one student. Two supervising lecturers are assigned as mentors, each overseeing the groups of students. • Assistance process is conducted regularly every week, according to the schedule specified in the S-L Branding SLP.
25 April – 30 June 2022	• Implementation of the Branding Strategy involving the partner, until the completion of the Branding Strategy and Design. • There are 2 joint presentations with the partners to present the developed branding strategies. During these presentations, the partners provide feedback and responses to the work done by the students. • Delivery of printed works by the students, which are the results of this Service Learning, to each partner they have worked with. • Several partners have expressed their intention to use the branding strategies and designs created by the students.

Activity Documentation
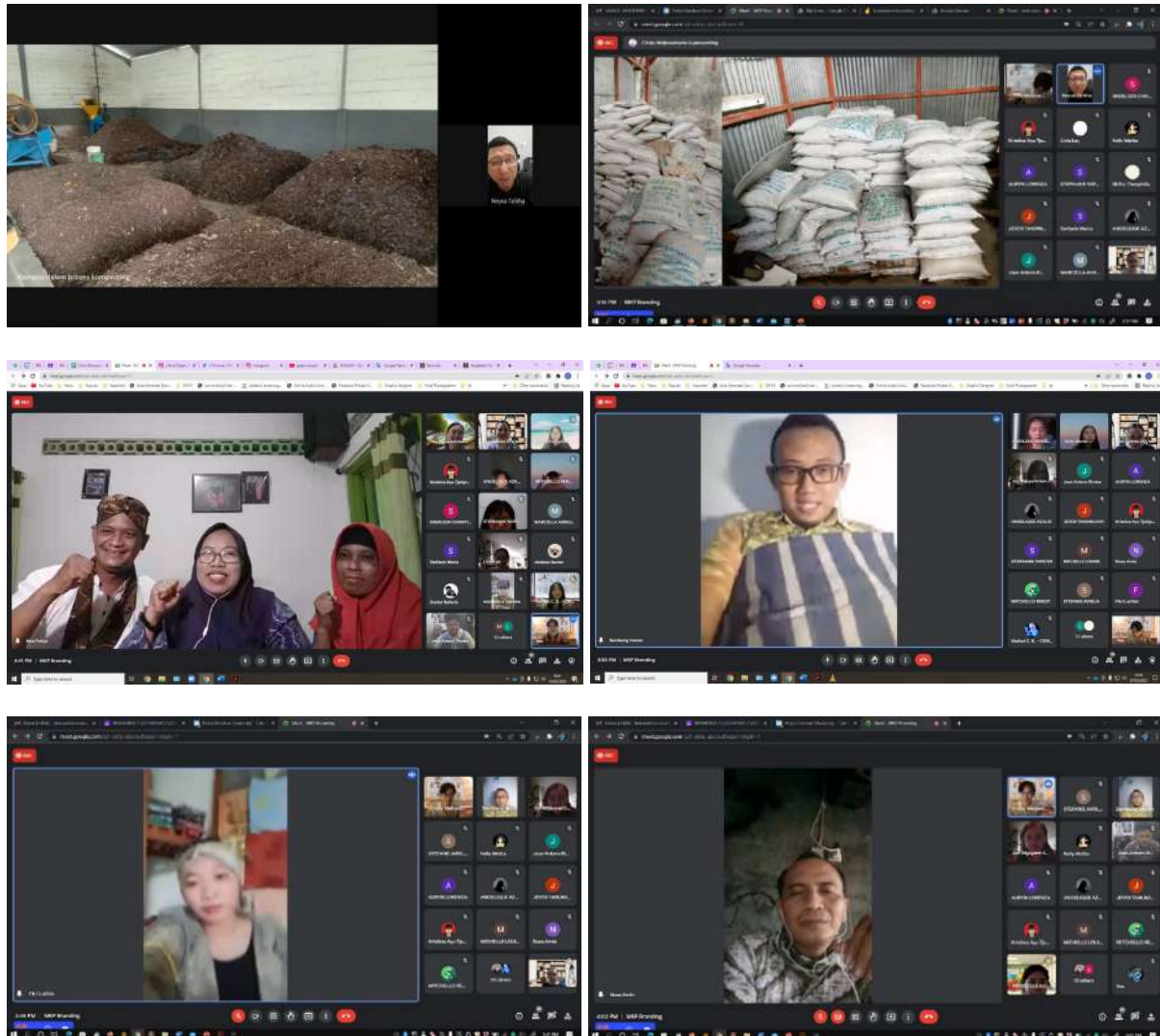
First Meet with The Community

Fig. 1. Documentation for online meeting with the community

On this first meeting, we discussed about each community problems and possible solution. Students also got opportunities to ask questions related to their product and background story from each community. Therefore, they could empathize and use this data for developing the brand story.
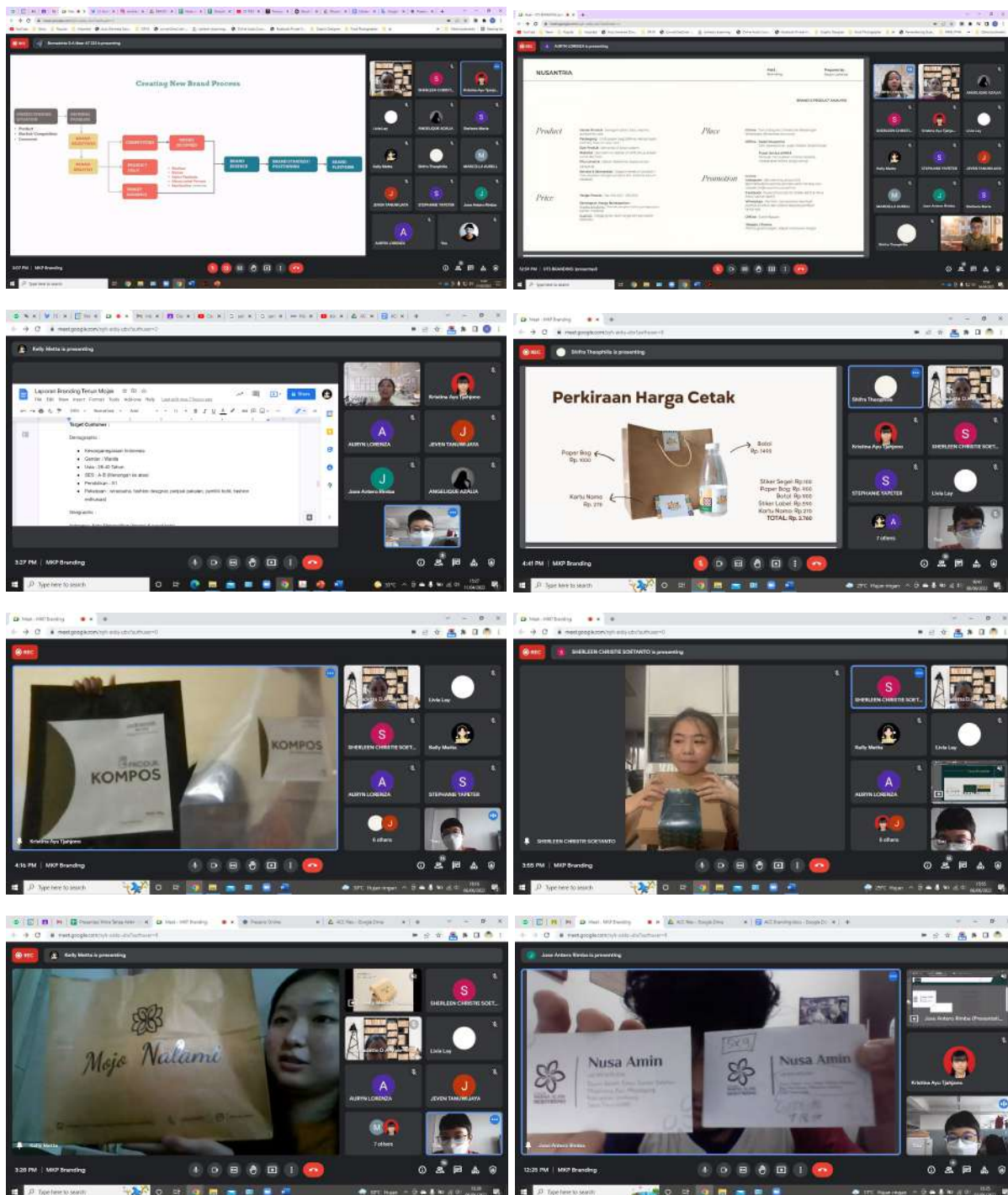
Branding Class and Mentoring Process

Fig. 2. Documentation for online Branding class and mentoring process with lecturer

Because of the pandemic situation, class and tutoring activities were conducted via online class. During this process, students will get course materials related to brand building procedures, completed with brand strategy theory, analysis method and mentoring practice in every meeting.
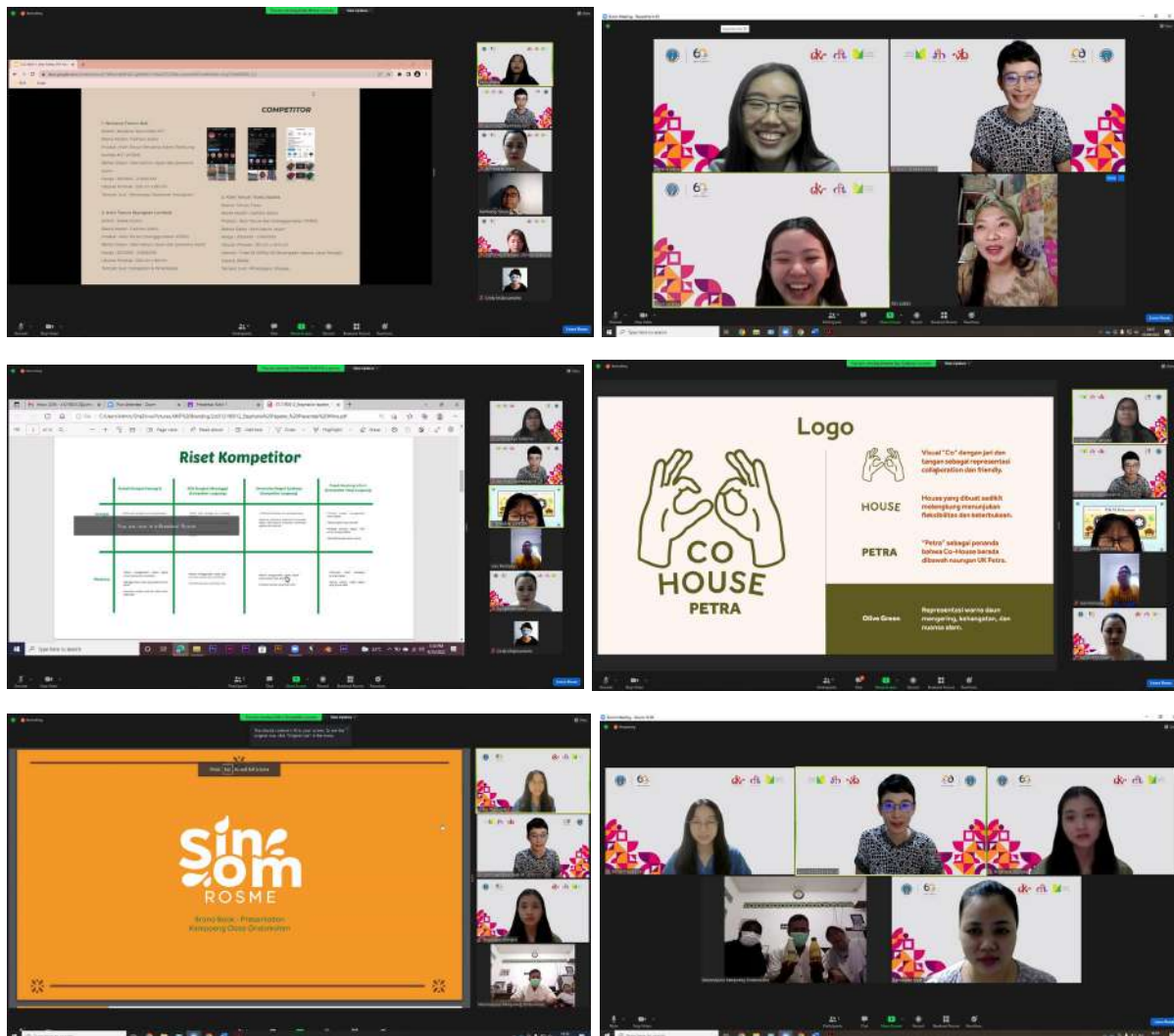
First Presentation with The Community

Fig. 3. Documentation for First Presentation with the Community

On this process, students presented their first alternative branding strategy for each community. In this process students will gather the community feedback about the strategy that they offered. This is the important phase of the learning because students would face the real problems that occur in the community. They need to find the solution not only based on theory, but it needs to be applicable. For example, the Ondemohen teams could learn a new thing about the important relation of brand strategy and pricing strategy from the community. This knowledge was difficult to understand if it's not learnt by experience. Meanwhile, on the mechanism process, this process could be done smoothly because the community was able to operate digital communication tools and familiar with online meeting since the pandemic era.

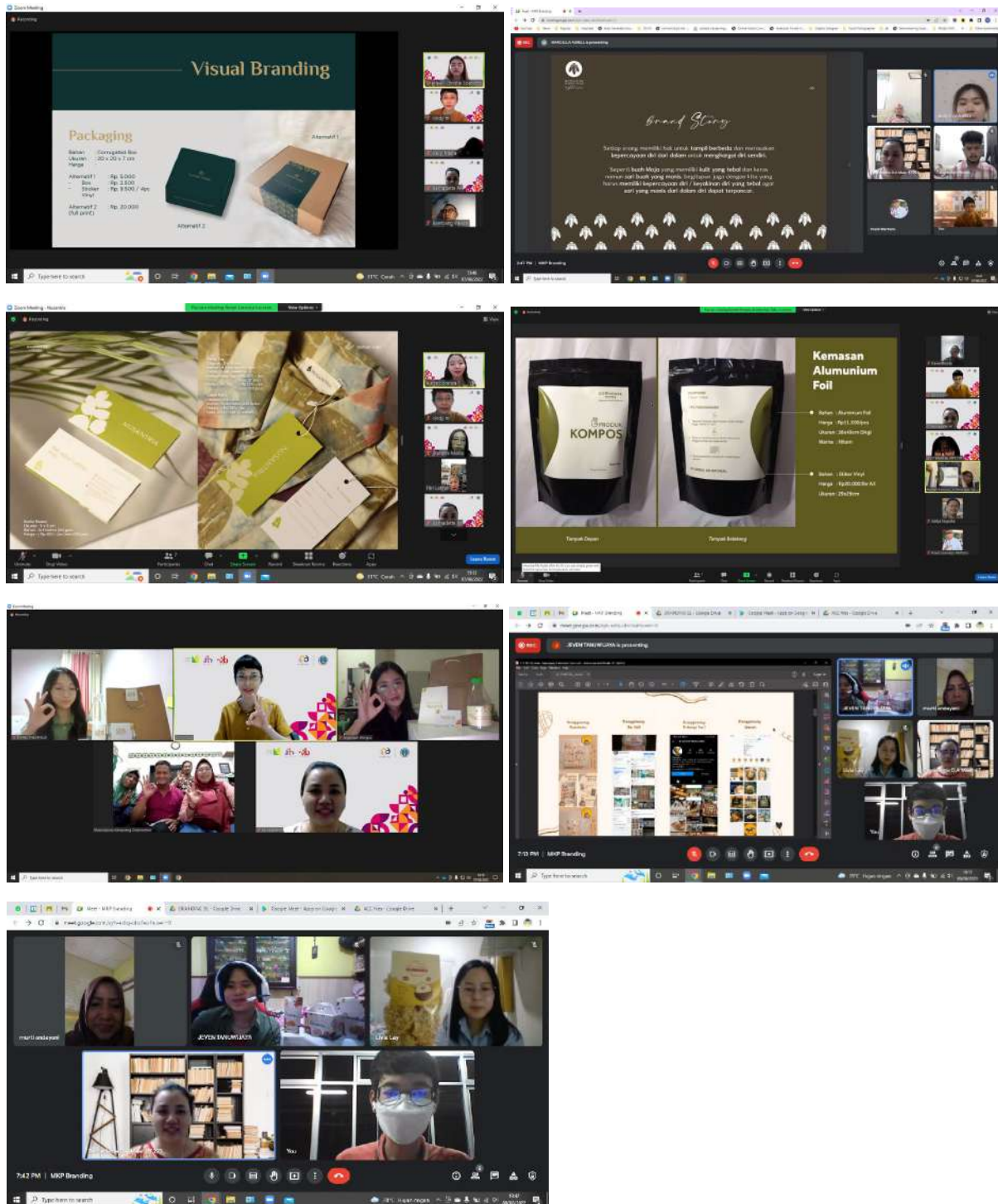*Final Presentation with the Community*

Fig. 4. Documentation for Final Presentation with the Community

Acceptance of Final Design and Brand Book by the Community

Nusantria

Fig. 5. Documentation for Nusantria

"Kemaruk Rosme" and "Sinom Rosme" (MSME Ondemohen)

Fig. 6. Documentation for "Kemaruk Rosme" and "Sinom Rosme"

Compost House Q Building

Fig. 7. Documentation for Compost House Q Building

Mojag Woven

Fig. 8. Documentation for Mojag Woven

Sentra Batik Warna Alam

Fig. 9. Documentation for Sentra Batik Warna Alam

Final Service-Learning Report

On this process, students made reflection report about their E Service-Learning process. Through this process, we gain information about how students perceived the whole process. They were excited about this type of learning because they could feel the first-hand experience in handling branding clients. Some also said through this experience they learn the interpersonal skills about how to communicate with clients and learn how to handle problems that they found. From academic aspect, we also learn trough this activity, that we need to add more applicable course material related to branding strategies, such as pricing and packaging relation in branding strategy.

Conclusions

The overall implementation of e-Service-Learning of branding strategy creation for MSMEs and SMEs in Surabaya and Jombang, as well as non-commercial partners in Surabaya, has been carried out successfully. The branding strategies produced are the result of each student's analysis of the specific problems presented by their respective partners, through the guidance of the academic supervisor and community evaluations. Every strategy and design implementation needs to be constantly evaluated to adapt to the real conditions and the specific circumstances of each community brand. Although there were challenges in implementing the Hybrid Type III e-service-learning method, the difficulties encountered were overcome because of the strong support and cooperation from the involved partners. This support was evident in providing data and field conditions. Several aspects need to be considered when conducting e-Service Learning, including active involvement from the partners, knowledge of online communication media, and the availability of adequate internet connectivity for all parties involved. These factors greatly influence the communication process, which needs to be maintained throughout the Service-Learning process. Through this program, both the community and the participating students acknowledge that they have learned together about branding creation, which they had not previously considered. This program also enhances the academic program to develop their courses to be more aligned with the real market conditions, this was also argued in Vogelgesang and Astin studies about the effects of Service-Learning (Vogelgesang & Astin, 2000)

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by Cindy M

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Objective or research problem

SMEs (Small and Medium Enterprises) and MSMEs (Micro, Small, and Medium Enterprises) has been growing rapidly since the last few years in Indonesia, as a result from the increasing appreciation for local brand by Indonesian market. For instance, the M Bloc Market and M Bloc Space which created a space and facilitate the local brands to meet with their consumers. This type of consumers has been saturated with the international brand or big brands which monopolize the industries. Therefore, they are searching something else that more genuine and resonate with their life (Hendroyono, 2019). Moreover, the prestige of local brands has also increased, as seen with Javara's success in promoting local spices abroad, as presented at the Indonesian Brand Forum 2021 (IBF 2021) seminar (Yuswohady, 2021). This success is one of the examples from SMEs and MSMEs brand which striving to excel in what they did and have courage to challenge themselves to be more developed. As articulated by Subiakto Priosoedarsono a branding practician and expertise in a prior IBF 2020 session, these enterprises possess inherent advantages over their larger counterparts, stemming from their flexibility to adapt swiftly to the evolving needs of society and their immediate surroundings. Such adaptability has proved particularly relevant amidst the ongoing pandemic and the ensuing new normal. Consequently, the prevailing conditions have prompted a surge in the creation of new and innovative products from the thriving SME and MSME sector. This surge in entrepreneurship has given rise to intense competition among products. The emergence of new products often follows in the footsteps of successful ones, necessitating a shift in focus from product capabilities alone to the underlying value and significance of these offerings. Handoko Hendroyono in his book, "Brand Artisan," argues that local brands possess a distinct advantage over their international counterparts due to their ability to forge an intimate connection with consumers, because they have a story that is closer to the consumers. It is this connection with consumers that adds value and meaning to a product that shaping a positive perception and ultimately forming a brand identity (2019). The thriving ecosystem of SMEs and MSMEs in Indonesia reflects not only the resilience and resourcefulness of its entrepreneurs but also the growing recognition of the significance of supporting local businesses and embracing the rich stories and heritage of local products. This dynamic

landscape, fuelled by the convergence of entrepreneurship and cultural authenticity, promises an exciting future for the Indonesian business sphere, where local brands take centre stage, capturing the hearts and minds of local and foreign market. Based on this background, the awareness of branding on SMEs and MSMEs product is increasing and stimulates some of them to create and learn about branding process to deal with the tight competition. But making a branding strategy is not an easy process and need more understanding about product and market research. One of our election classes in Petra Christian University Visual Communication Design is practicing about branding studies, that enable us to collaborate with SME and MSME. Therefore, we saw that this could be an opportunity for us and our students to learn and practicing while assisting the society. Service-Learning method is the perfect learning method to do this activity about branding process to assist several SME and MSME in East Java (Vogelgesang & Astin, 2000; Furco, 1996). This study will discuss about the Service-Learning implementation during Covid-19 pandemic about making branding strategy for SME and MSME in East Java.

Methods

This study was conducted with a qualitative method analysis using empirical approach based on the experience that being learnt on this case studies. This study also using Service-Learning method, to create the learning design module. Service-Learning put an equal weight between service and learning process. Students, academic faculty, and the communities are served as learner and teacher. During the process of Service-Learning, teaching, and learning activity would occur by explore, discussion and solving the brand problem together. Therefore, all parties could be indicated as servers and served (Sigmon, 1997). Because of the covid pandemic during the implementing process, the E-Service-Learning method, Hybrid Type III e-service-learning was applied in this process. This method freeing the physical and geographical constraints, by utilized the online learning method using Google Meet platform, while maintain the engagement during the process with the communities (Leora S. Waldner, 2012). Meanwhile, the data mining and feedback gathering was conducted by observation and in depth-interview with the community, by open-ended conversation with the communities which allow us to gain more insight and problem after the design implementation (Muratovski, 2016). Student reflection during the Service-Learning also helped the academic faculty to gain insight about how students think and learn during the process, which important aspect for

evaluating course module design (Clayton, 2009). Reflection process in Service-Learning will also help student to enhance their experience in applied studies and understand the relationship between their knowledge and society (Winings, 2002).

Research design

This service-learning program was held and explored the possibility for implementing branding strategy using hybrid method, because of the Covid-19 pandemic situation.

Sample size and sampling procedure

Using in-depth interview with the SME as the impacted society complete by doing observation for deeper analysis while collecting the previous design or promotion data that has been done before. We collect this data by documentation such as videos and photos. After that, we brought this data and discussed it together with our student in the class. To get better understanding about the client's problem, we also invite these SME through the online class to share about their product problems. On this process, we believe students could get better insight that came directly from the eS-L target. While doing this interview, student create notes and later they discuss it together with mentors.

Research tool or data gathering techniques

Research tool and data gathering techniques for this eS-L was smartphone to take pictures and videos about the SME products and situations, and notes to write down the gathered data from interview session. We also do observation on site for some of our SME clients, to get better understanding about the situation. For sharing session with our students, we use Google Meet an online platform for video conferencing. We do this because all activity was conducted online during the Covid 19 pandemic situation.

Results

The Community and Their Problems

a.   **Nusantria**

Nusantria is a MSME brand for Eco print fashion. They have obtained a permit from DISPERINDAG (Department of Industry and Trade) and their brand name has been patented since 2019. Nusantria's collection includes clothing, bags, shoes, and various other fashion creations. Nusantria also empowers and collaborates with local community members who have sewing, shoemaking, and bag-making skills. This business has been around for quite some time and has a significant number of wholesale customers due to its affordable prices. However, this poses a challenge for Nusantria as a brand because their products are resold under different brands. Despite being located in a small hamlet, Nusantria has established a social media presence for promotion and distribution, although their brand communication strategy is not yet well-organized. Nusantria's products have also participated in fashion exhibitions such as INACRAFT (The Jakarta International Handicraft Trade Fair), albeit still using labels from other brands. These factors highlight the need for Nusantria to create a definitive brand guideline and their own brand story to raise awareness.

b.   **Mojoagung's Center of Natural Dye Batik**

Mojoagung's Center of Natural Dye Batik is a community of batik artisan and producers in Mojoagung with collection of several batik products specializing in natural dyeing. Under the guidance of Mr. Amin, who also has a product called Batik Berkah Mojo. Mr. Amin and his products are well-known among batik enthusiasts. Nevertheless, there is a need for consumers are also aware of the existence of the Sentra Batik Pewarna Alam Mojoagung community and become acquainted with the other batik products within this community. Therefore, Mojoagung's Center of Natural Dye Batik branding is needed to be establish for creating its identity and introducing the value and goals of this community.

c.   **Wastra Sejahtera Community Group**

The Wastra Sejahtera Community Group, led by Mr. Bambang Irawan, has been primarily engaged in the production of woven sarongs. However, they have found that the development of this business is not promising and does not yield profits due to the involvement of intermediaries. Therefore, the Wastra Sejahtera Community Group is currently exploring the development of a new product that can support the well-being of the surrounding community

such as naturally dyed woven fabric, which is still relatively rare in East Java. Recognizing this opportunity, Mr. Bambang believes that a new branding strategy is necessary for their product.

d.   Rengginang Bundaku

Snack Rengginang Bundaku is a home-based business (MSME) owned by Bunda Murti, located on Jagir Street, Wonokromo. Bunda Murti recognized a market opportunity where people struggled to fry raw rengginang (crispy rice crackers) in a delicious and appealing manner. Therefore, Bunda Murti took the initiative to sell ready-to-eat, neatly packaged, and delicious fried rengginang snacks. Although Rengginang Bundaku already has its previous packaging and a brand name, the lack of proper branding strategy to enhance brand awareness among its target audience, is the main challenge for this MSME.

e.   Sinom and Kemaruk Rosme Beverages

Sinom and Kemaruk beverages under the Rosme brand are products of Ondemohen Surabaya MSME, owned by Mrs. Rusmiatin, as part of the Kampoeng Oase Ondemohen Surabaya product line. The main challenge faced by these products is the lack of branding strategy, and its implementation such as packaging labels that fail to communicate the product's quality effectively. Therefore, to assist this community vision and goals for their products, a development of branding strategy is necessary to enhance the brand awareness.

e.   Petra Christian University Compost House at Q Building

Compost House at Q Building is a facility owned by Petra Christian University Surabaya. This Compost House actively contributes to environmental conservation by producing compost from organic waste and leaves collected around the campus. Unfortunately, not many members of the Petra Christian University community are aware of the existence of Compost House and its products. To address this issue, a suitable branding strategy is deemed necessary. While not aimed at commercial purposes, this strategy aims to establish a distinct identity for Compost House. This identity is crucial for introducing Compost House not only for the university community but also to the general public who collaborate with Compost House. Furthermore,

developing a branding strategy is important for strengthening the brand equity for Petra Christian University itself.

Discussion

How to connect with the Class Pedagogy

The outcomes produced through this program are aligned with the achievement indicators outlined in the Semester Learning Plan (SLP) for the Branding class course. The indicators for achievement in the Branding class SLP's are presented below.

Table 1.
Course Learning Outcomes (CLO) and its Relation to Intended Learning Outcomes (ILO)in Service-Learning Activities.

Course Learning Outcomes (CLO)			Assessment Method (assignment/assessment/measurement/evaluation)	Score (%)	Intended Learning Outcomes (ILO)	
CLO code	CLO Description	CLO Indicator			ILO relation	ILO Indicator
CLO 1	Students understand basic branding principle for brand communication. (level *Understanding*)	Students understand the function of branding in brand communication and its real application.	**Assignment 1a: Case Study of Branding in Small and Medium Enterprises (MSME)** *Students need to search for successful Small and Medium Enterprises (MSME) that have effectively implemented branding strategies and analyse the application of its branding strategies in various aspects.* **Introduction for the final assignment: Students needs to select a Small and Medium Enterprise (MSME) to be assisted throughout the Service-Learning process.**	5%	ILO 4	(ILO 4.2) Understanding basic design principle.
CLO 2	Students understand the importance of the relationship between branding strategy and integrated visual aspects and are able to carry out visual branding analysis of real case examples (level *Applying*)	Students are able to mapping the visual analysis of the product by applying the visual branding analysis of the brand.	**Assignment 1b: Visual Branding Application Analysis MSME Case Study** *Continuing the analysis of the Branding case study in more detail into its visual application*	5%	ILO 4	(ILO 4.4) Apply basic concept of art, design on technology

CLO 3	Students are able to think coherently and critically in the research process. (level *Analyze*)	Students understand the initial research process needed to create a branding strategy	**Assignment 2a** **(Research)** **Students identify the selected MSME's problem.**	5%	ILO 5	(ILO 5.1) Identify problem
CLO 4	Students are able to apply the analytical methods taught to real case examples. (level *Analyze*)	Students understand the process of making a brand, and able to carry out the Brand Research method. Therefore could correctly analyse the problem and target audience.	**Assignment 2b** **(Research Result Analysis and Strategy)** **Students analyse MSME problems (products, TA and competitors) which can be used as branding strategies**	10%	ILO 5	(ILO 5.2) Problem analysis
CLO 5	Students use research results to produce branding strategies that are in accordance with the given case study. (level *Analyze*)	Students are able to translate data analysis to formulate brand essence, brand positioning and brand attributes, as data for building the right branding strategy	**Assignment 2c** **(Strategi & Concept)** **Students produce a final strategy that is applied to the design concept (making the Initial Brand Book)** **Middle Exam (Assignment 2 Presentation)**	10% 10%	ILO 5	(ILO 5.3) Integrating concept art, design on technology
CLO 6	Students are able to put the resulting strategy through an appropriate communication strategy. (level *Analyze*)	Students are able to produce appropriate and innovative branding strategies that applicable and then apply them to the appropriate media.	**Assignment 2d** **Initial Brand Book Presentation**	10%	ILO 5	(ILO 5.4) Applying art, design and technology to problem solving
CLO 7	Students are able to study and work with their real clients of the project. (level *Evaluate*)	Students are able to address the needs and problems of real clients discovered and apply creatively and innovatively crafted branding strategies to solve real issues.	**Assignment 3a** **Client Presentation, explaining how the developed branding strategies will be implemented, and working together with the client to actualize them.**	10%	ILO 6	(ILO 6.1) To contribute effectively to teamwork
CLO 8	Students can also generate innovative branding strategies that are aligned with the identified problems. (level *Evaluate*)	Students are capable to produce accurate analyse and produce appropriate strategy for their designated client.	**Assignment 3b** **Implementation of branding strategies and design while continuously collaborating with the client. (Output: final brand book after receiving input from the client, video presentation)** **Final Exam (Presentation, Student Reflection)**	25% 10%	ILO 6	(ILO 6.3) Expanding networks locally and globally.

Table 2.

Assignment and Exam Description

Assignment 1a 5%	**Schedule:** Meet 1 **Objective:** Students understand the function of branding in brand communication and its application in the professional world. **Instruction:** Find successful SMEs/MSMEs that have implemented branding strategies, analyze the implementation of branding strategies in various aspects. **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 1b 5%	**Schedule:** Meet 2 **Objective:** Students are able to map visual analysis of the researched product by applying visual branding analysis. **Instruction:** Students continue the detailed analysis of the Branding case study, focusing on its visual application. **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 2a 5%	**Schedule:** Meet 3 **Objective:** Students understand the initial research process required to develop a branding strategy. **Instruction:** Student identify their MSME's problem **Output:** Report, presentation in PPT/PDF
	Schedule: Meet 4-5 **Objective:** Students understand the brand creation process and are capable of conducting Brand Research methods. This enables them to generate accurate analysis of problems and target audiences.

Assignment 2b 10%	**Instruction:** Students analyse MSME problems (product, TA and competitors) that could be formulated as the brand strategy **Output:** Report, presentation in PPT/PDF
Assignment 2c 10%	**Schedule:** Meet 6-8 **Objective:** Students are able to translate analysis data into formulating brand essence, brand positioning, and brand attributes as the foundation for developing an appropriate branding strategy. **Instruction:** Students produce a final strategy that is applied to the design concept (creating the Initial Brand Book). **Output:** Report, presentation in PPT/PDF
Middle Exam 10%	**Schedule:** Meet 7 **Objective:** Mahasiswa mampu menterjemahkan data analisa untuk merumusan brand essence, brand positioning dan brand attribute, sebagai data penyusun strategi branding yang tepat. **Instruction:** Mahasiswa presentasi Assignment 2 **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 2d 10%	**Schedule:** Meet 9 **Objective:** Students are able to generate appropriate and innovative branding strategies that are also practical, and apply them to suitable media. **Instruction:** Initial Brand Book presentation to the lecturer **Output:** Presentation File (PDF), layout and arrangement are free as long as they are organized, clear, and communicative.
Assignment 3a 10%	**Schedule:** Meet 10 **Objective:** Students are able to address the needs and problems of real clients that are identified and apply creatively and innovatively crafted branding strategies to solve real-world issues. **Instruction:** After the revision of assignment 2d, students create first presentation with the client. **Output:** Report, presentation in PPT/PDF
Assignment 3b	**Schedule:**

25%	Meet 11-14
	Objective:
	Students are able to produce accurate analysis and appropriate strategies for the chosen real clients.
	Instruction:
	Student presented their Initial Brand Book Awal to the community (client)
	Output:
	Digital Brand Book Final, Real Mock-Up
Final Exam 10%	**Schedule:**
	Meet 15-16
	Objective:
	Students are able to generate accurate analysis and appropriate strategies for the selected real clients.
	Instruction:
	Final presentation to client + student reflection.
	Output:
	Prsentation file (PDF), layout and arrangement are free as long as they are organized, clear, and communicative. S-L reflection report.

Source: Private documentation

Research Procedure

Implementation of Service-Learning during the Pandemic

This activity was carried out from January to June 2022, amidst the ongoing pandemic conditions in Indonesia that have gradually improved up to the present day. Therefore, we chose to adopt a hybrid method in its implementation. Although on-site visits to several partner locations were not possible, the activity could still run smoothly because the focus was more on consulting branding strategies. This process does not require extensive physical implementation, therefore suitable for a hybrid approach. According to Waldner, et al. this type of Service-Learning is called Hybrid Type III e-service-learning (2012). The hybrid method also facilitates collaboration among our team and students, even if they are located far apart, and enables us to handle multiple SME partners simultaneously. This method was challenging with a limited number of personnel using an on-site method. The success of this method relies on maintaining continuous communication between the partners and the community service participants. Communication plays a crucial role in the exchange of data and information that is useful for developing branding strategies. To streamline the process, we divided the students into groups, each assigned to specific partners. Each student group, accompanied by a supervising lecturer, forms communication groups with the assigned partners to maintain flexible communication channels.

The research method for this community service is divided into several steps:

a. **Community Analysis**

We need to ensure that each community partner we will be working with needs branding assistance as their problem solution. Therefore, we conducted direct observations and interviews with several informants to obtain initial data and field information.
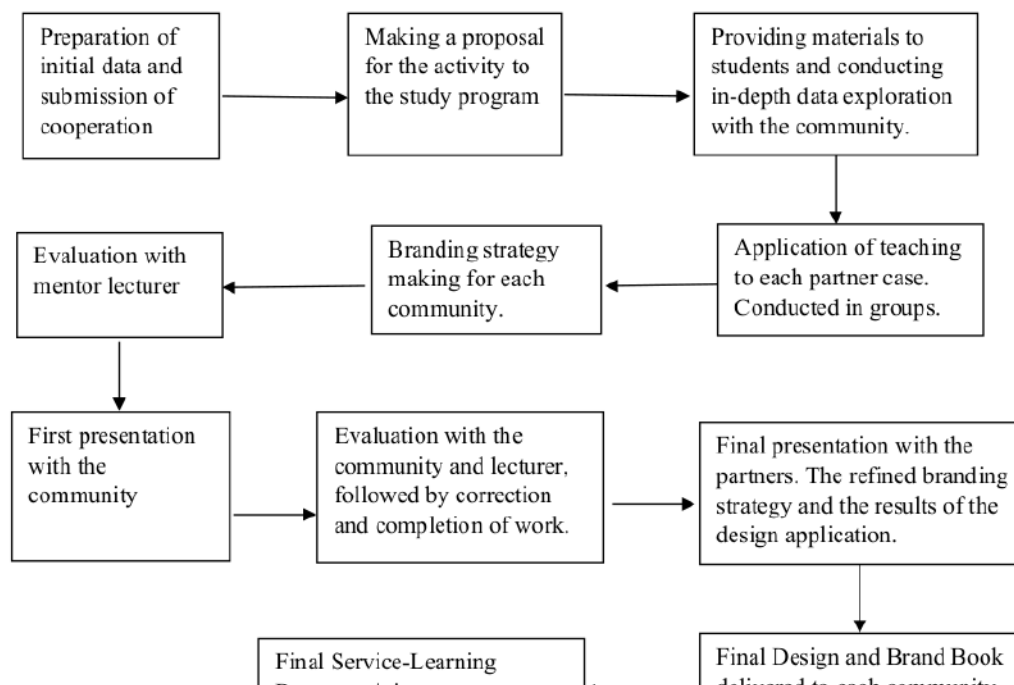
b. **Community Problem Analysis**

Through detailed interviews conducted with each partner, we were able to examine the problems they are currently facing. We also confirmed with the partners about what we will offer through this collaboration and ensured that the outputs we produce will indeed address the issues they are experiencing.

c. **Solution Analysis**

The formulation of solutions is carried out after the teaching conducted in the classroom is applied by students to address the specific issues faced by the partners, through a series of guidance sessions with the supervising lecturer. Students will also maintain continuous communication with their community partners to obtain accurate data. This process is repeated multiple times to generate solutions that can meet the partners' needs.

Implementation Mechanism Scheme:

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────────┐
│ Preparation of  │      │ Making a proposal│      │ Providing materials to│
│ initial data and│ ───▶ │ for the activity to│ ─▶ │ students and conducting│
│ submission of   │      │ the study program│      │ in-depth data exploration│
│ cooperation     │      │                 │      │ with the community. │
└─────────────────┘      └─────────────────┘      └─────────────────────┘
                                                             │
                                                             ▼
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────────┐
│ Evaluation with │      │ Branding strategy│      │ Application of teaching│
│ mentor lecturer │ ◀─── │ making for each │ ◀─── │ to each partner case. │
│                 │      │ community.      │      │ Conducted in groups. │
└─────────────────┘      └─────────────────┘      └─────────────────────┘
        │
        ▼
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────────┐
│ First presentation│    │ Evaluation with the│    │ Final presentation with the│
│ with the        │ ───▶ │ community and lecturer,│─▶│ partners. The refined branding│
│ community       │      │ followed by correction│   │ strategy and the results of the│
│                 │      │ and completion of work.│  │ design application. │
└─────────────────┘      └─────────────────┘      └─────────────────────┘
                                                             │
                                                             ▼
                         ┌─────────────────┐      ┌─────────────────────┐
                         │ Final Service-Learning│ │ Final Design and Brand Book│
                         │ Presentation      │    │ delivered to each community│
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Hybrid Type III eService-Learning

Activity Schedule

14 January - 7 February 2022	The process of finding partners and collaboration proposal with the community. We collaborated with a total of 6 communities with 7 products.
7 February – 18 April 2022	• Branding course lecturing activity • This is followed by direct practice after analyzing the problems faced by the collaborating partners. In this process, each student is divided into groups of 2 students, handling one community, except for two beverage products from the Ondemohen MSME partner, which are each handled by one student. Two supervising lecturers are assigned as mentors, each overseeing the groups of students. • Assistance process is conducted regularly every week, according to the schedule specified in the S-L Branding SLP.
25 April – 30 June 2022	• Implementation of the Branding Strategy involving the partner, until the completion of the Branding Strategy and Design. • There are 2 joint presentations with the partners to present the developed branding strategies. During these presentations, the partners provide feedback and responses to the work done by the students. • Delivery of printed works by the students, which are the results of this Service Learning, to each partner they have worked with. • Several partners have expressed their intention to use the branding strategies and designs created by the students.

Activity Documentation

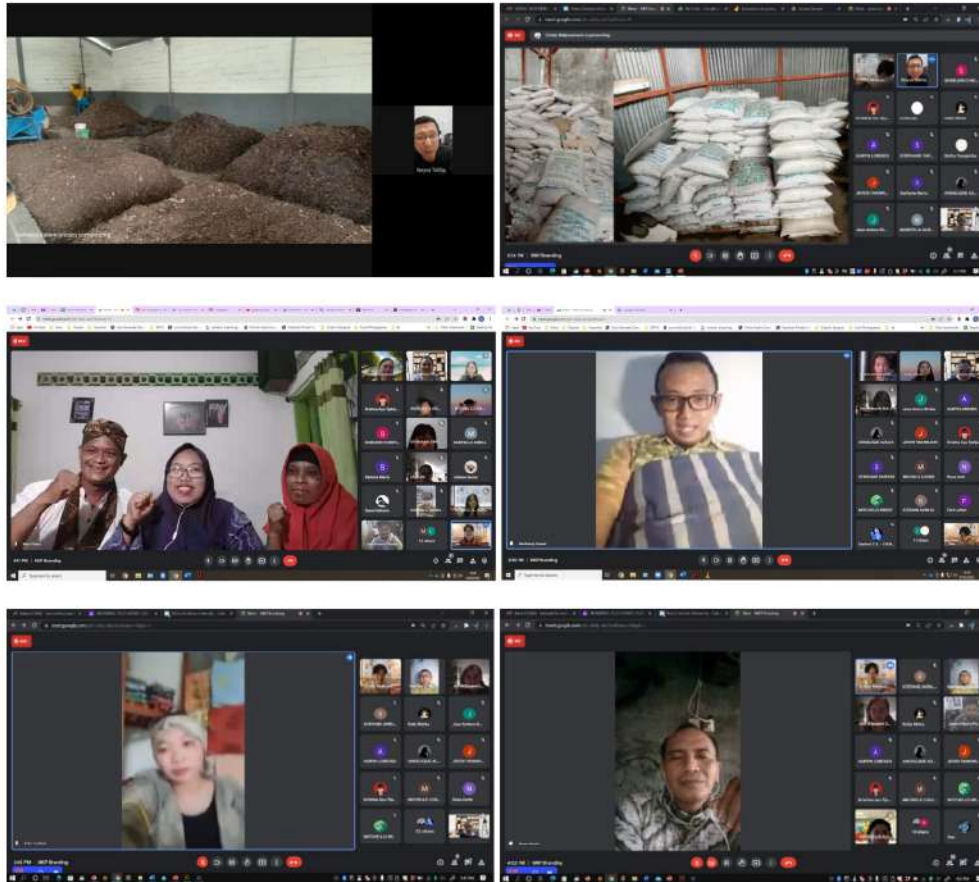### *First Meet with The Community*

Fig. 1. Documentation for online meeting with the community

On this first meeting, we discussed about each community problems and possible solution. Students also got opportunities to ask questions related to their product and background story from each community. Therefore, they could empathize and use this data for developing the brand story.
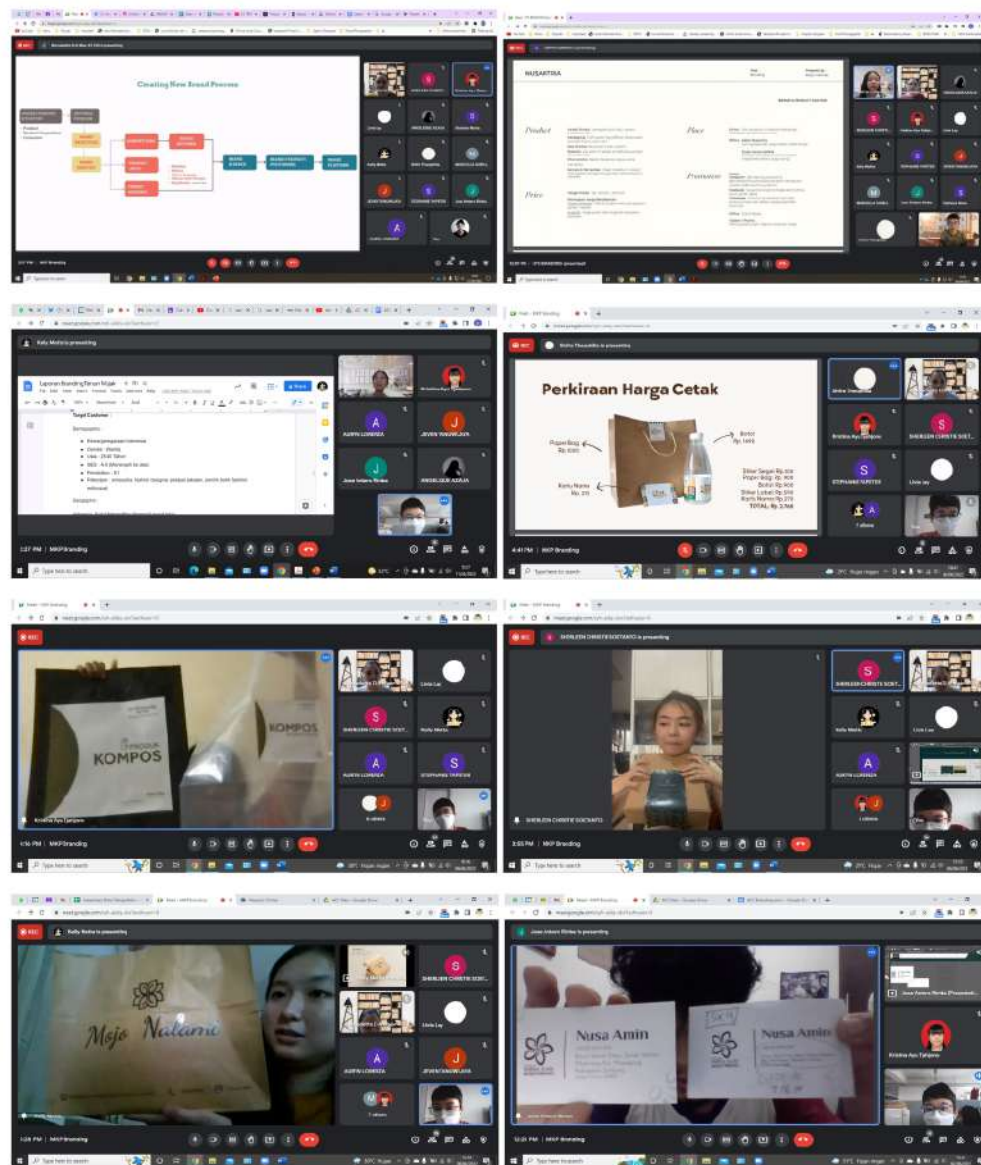
Branding Class and Mentoring Process

Fig. 2. Documentation for online Branding class and mentoring process with lecturer

Because of the pandemic situation, class and tutoring activities were conducted via online class. During this process, students will get course materials related to brand building procedures, completed with brand strategy theory, analysis method and mentoring practice in every meeting.
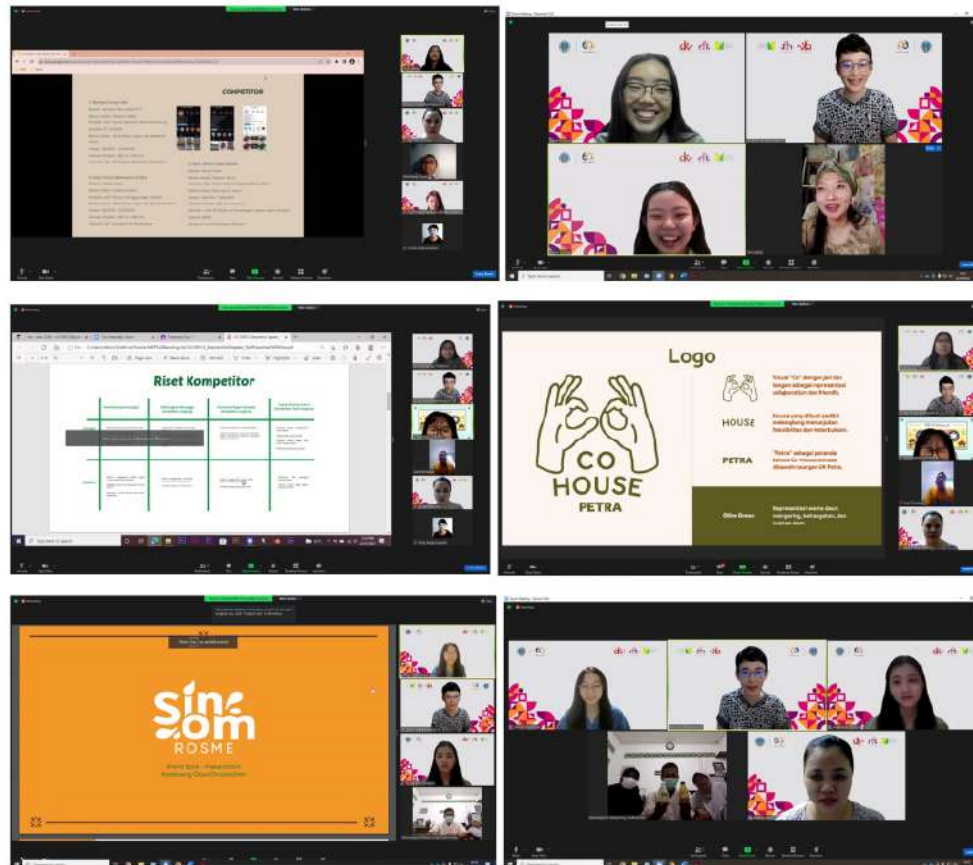
First Presentation with The Community

Fig. 3. Documentation for First Presentation with the Community

On this process, students presented their first alternative branding strategy for each community. In this process students will gather the community feedback about the strategy that they offered. This is the important phase of the learning because students would face the real problems that occur in the community. They need to find the solution not only based on theory, but it needs to be applicable. For example, the Ondemohen teams could learn a new thing about the important relation of brand strategy and pricing strategy from the community. This knowledge was difficult to understand if it's not learnt by experience. Meanwhile, on the mechanism process, this process could be done smoothly because the community was able to operate digital communication tools and familiar with online meeting since the pandemic era.
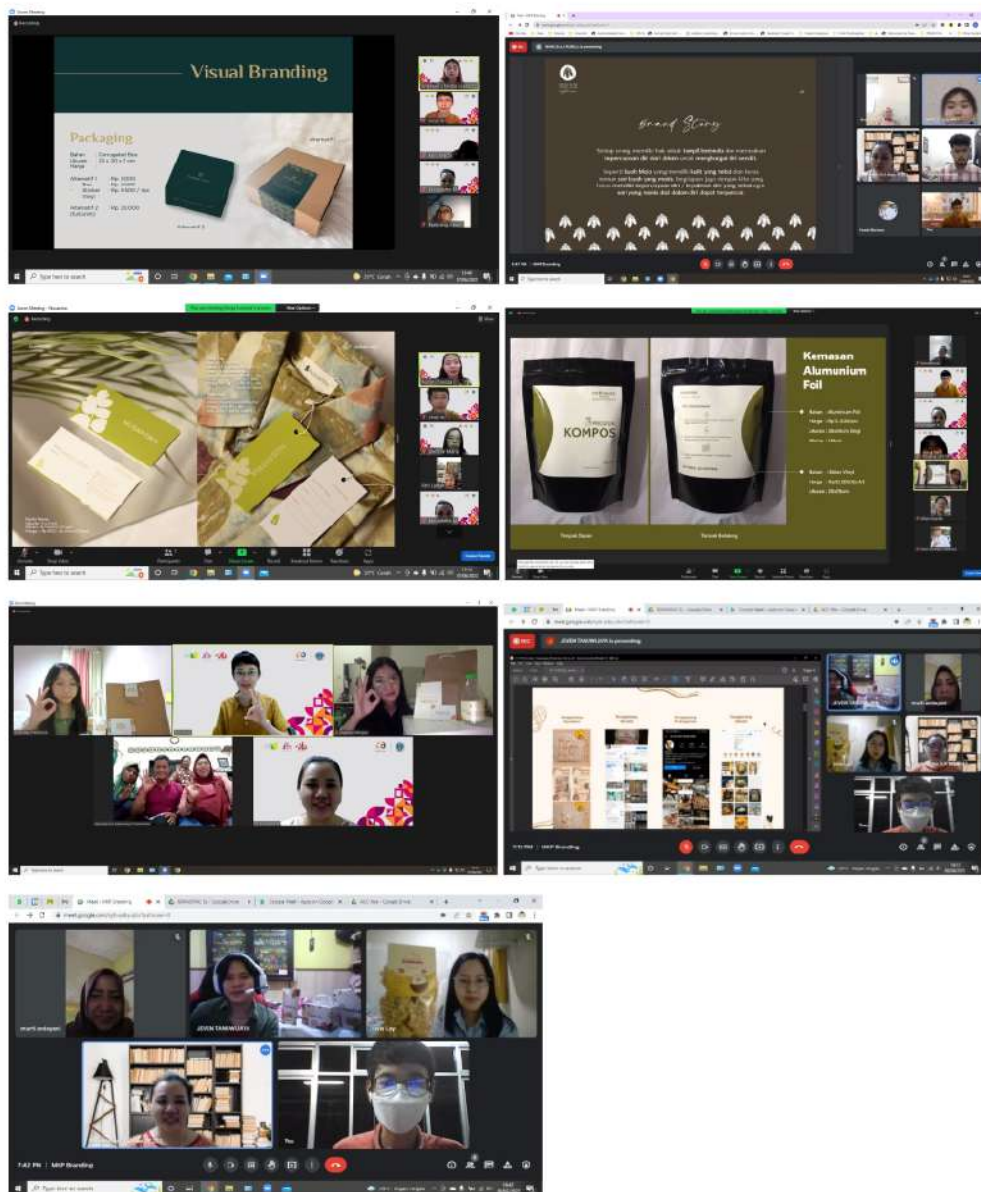
Final Presentation with the Community

Fig. 4. Documentation for Final Presentation with the Community

Acceptance of Final Design and Brand Book by the Community

Nusantria

Fig. 5. Documentation for Nusantria

"Kemaruk Rosme" and "Sinom Rosme" (MSME Ondemohen)

Fig. 6. Documentation for "Kemaruk Rosme" and "Sinom Rosme"

Compost House Q Building

Fig. 7. Documentation for Compost House Q Building

Mojag Woven

Fig. 8. Documentation for Mojag Woven

Sentra Batik Warna Alam

Fig. 9. Documentation for Sentra Batik Warna Alam

Final Service-Learning Report

On this process, students made reflection report about their E Service-Learning process. Through this process, we gain information about how students perceived the whole process. They were excited about this type of learning because they could feel the first-hand experience in handling branding clients. Some also said through this experience they learn the interpersonal skills about how to communicate with clients and learn how to handle problems that they found. From academic aspect, we also learn trough this activity, that we need to add more applicable course material related to branding strategies, such as pricing and packaging relation in branding strategy.

Conclusions

The overall implementation of e-Service-Learning of branding strategy creation for MSMEs and SMEs in Surabaya and Jombang, as well as non-commercial partners in Surabaya, has been carried out successfully. The branding strategies produced are the result of each student's analysis of the specific problems presented by their respective partners, through the guidance of the academic supervisor and community evaluations. Every strategy and design implementation needs to be constantly evaluated to adapt to the real conditions and the specific circumstances of each community brand. Although there were challenges in implementing the Hybrid Type III e-service-learning method, the difficulties encountered were overcome because of the strong support and cooperation from the involved partners. This support was evident in providing data and field conditions. Several aspects need to be considered when conducting e-Service Learning, including active involvement from the partners, knowledge of online communication media, and the availability of adequate internet connectivity for all parties involved. These factors greatly influence the communication process, which needs to be maintained throughout the Service-Learning process. Through this program, both the community and the participating students acknowledge that they have learned together about branding creation, which they had not previously considered. This program also enhances the academic program to develop their courses to be more aligned with the real market conditions, this was also argued in Vogelgesang and Astin studies about the effects of Service-Learning (Vogelgesang & Astin, 2000)

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