

SERVICE DESIGN BLUEPRINT FOR COMMERCIALIZATION PROGRAM AS AN ALTERNATIVE FUNDING SOURCE FOR THE FACULTY OF ARTS AND DESIGN IN HIGHER EDUCATION INSTITUTIONS

(Case Study at the Faculty of Creative Industries, Telkom University)

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Abstract: This research devises commercialization strategies for the Art and Design Faculty to boost facility development funding. Using a Mixed Method of interviews, surveys, and observations from 150 undergraduate students and faculty representatives, it identifies significant facility deficits due to funding limitations. The study advocates for a national or international project-based art and design training or certification program as a new funding source. Employing Service Design methodology, it aims to create efficient, effective, and satisfying services, fulfilling all stakeholder needs. This approach proposes a sustainable commercialization framework to enhance funding and development opportunities in higher education art and design faculties.

Keywords :

INTRODUCTION

In the evolving landscape of higher education, the Faculty of Art and Design faces a pressing challenge: securing adequate funding for the enhancement and development of facilities. This predicament stems from an ever-increasing demand for high-quality, innovative educational environments, juxtaposed against a backdrop of financial constraints. The literature reveals a gap in sustainable funding models within this sector, highlighting a critical need for novel commercialization strategies that leverage the creative outputs of students and faculty. Addressing this gap, the current research aims to explore and devise effective commercialization strategies, specifically through the implementation of project-based training or certification programs in art and design. These initiatives are anticipated not only to generate additional revenue streams but also to enrich the educational experience by closely aligning academic outputs with market demands. Employing Service Design methodology, this study focuses on creating services that are not just efficient and effective, but also user-centric, ensuring that the needs of all stakeholders are met. Through this approach, the research seeks to establish a holistic and sustainable commercialization framework that can serve as a blueprint for similar faculties in higher education institutions, ultimately enhancing both funding and development opportunities.

METHOD

This study adopts a Mixed Method approach, integrating both qualitative and quantitative methodologies to comprehensively understand and address the funding challenges faced by the Faculty of Art and Design. Data collection was conducted through three primary means: structured interviews with faculty

representatives, including program heads and deans; surveys distributed to 150 undergraduate students from the 2019 and 2020 cohorts; and direct observations of existing facilities and commercialization efforts. The qualitative data from interviews and observations provided deep insights into the current state and challenges, while the quantitative data from surveys offered statistical validation of these insights. Data analysis employed a thematic analysis for qualitative data to identify recurring themes and patterns, and statistical analysis for quantitative data to quantify the extent of identified issues. This methodological synergy ensures a balanced perspective, aligning detailed personal experiences with broader empirical trends, and informs the development of a tailored commercialization strategy.

RESULT AND DISCUSSION

The Mixed Method approach employed in this study elucidated significant insights into the funding challenges and opportunities for commercialization within the Faculty of Art and Design. The analysis of survey data from 150 undergraduate students highlighted a general dissatisfaction with the current state of facilities, with 75% of respondents marking them as "inadequate" for fostering a conducive learning environment. Interviews with faculty members further revealed a pressing need for updated resources and technology to keep pace with evolving art and design pedagogies. Observational data supported these findings, indicating a clear disparity between existing facilities and contemporary educational standards in art and design.

A key theme emerging from the qualitative data was the potential of project-based training or certification programs in art and design as viable commercialization avenues. Faculty representatives expressed optimism about leveraging the creative outputs of students and faculty, suggesting that such

initiatives could not only generate substantial revenue but also enhance the educational experience by bridging academic and market demands. This sentiment was echoed in student feedback, with 85% showing interest in participating in such programs, viewing them as opportunities for real-world application of their skills and for building their professional portfolios.

Statistical analysis of survey responses further validated the demand for and potential success of project-based commercialization strategies. A strong correlation was found between students' perceived value of hands-on project experience and their willingness to invest in certification programs, suggesting a market for these offerings.

The integration of Service Design methodology in developing these commercial programs emerged as a critical factor for success. The study's findings underscore the importance of a user-centric approach in designing services that not only meet the functional needs of participants but also deliver a satisfying and engaging experience. The alignment of commercial programs with Service Design principles is anticipated to facilitate the creation of offerings that are not just educationally enriching but also commercially viable.

In conclusion, the results affirm the feasibility and desirability of introducing project-based training and certification programs as a strategic response to funding challenges in the Faculty of Art and Design. These programs, developed through a Service Design lens, promise to serve dual purposes: generating needed revenue for the faculty and providing students with valuable, market-relevant experience. This study contributes to the ongoing discourse on sustainable funding models for higher education, offering a blueprint for commercialization that balances economic objectives with educational integrity.

CONCLUSION

This study successfully identifies and proposes a sustainable commercialization strategy for the Faculty of Art and Design, addressing the critical need for enhanced funding through the introduction of project-based training and certification programs. The findings underscore the inadequacy of current facilities and resources, aligning with the broader literature on funding challenges in higher education arts programs. By integrating qualitative and quantitative methods, the research reveals a strong demand among students for practical, project-based learning opportunities and a willingness among faculty to leverage academic outputs commercially. The application of Service Design methodology in developing these programs is identified as a key success factor, ensuring that the initiatives are both user-centric and commercially viable. This approach not only promises to generate essential funding for the faculty but also enriches the educational experience by closely aligning with industry demands and expectations.

The novelty of this research lies in its holistic approach to commercialization within the academic setting of art and design, offering a model that can be adapted by similar faculties facing funding constraints. While the study provides a robust foundation for addressing these challenges, it also acknowledges limitations, such as the potential variability in market demand across different regions. Future research is recommended to explore the scalability of the proposed model and to examine the long-term impacts on educational quality and financial sustainability.

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