



# Learning Activities Based on “EDU Creative Production Unit” in Visual Communication Design Study Program at SMKN 9 Bandung

Annisa Bela Pertiwi<sup>(✉)</sup>, Juju Masunah, and Tri Karyono

Universitas Pendidikan Indonesia, Bandung, Indonesia  
annisa.bela@upi.edu

**Abstract.** This paper aims to discuss the activity of “edu creative production unit” as an industry-based learning tool for students of the Visual Communication Design study program at SMKN 9 Bandung. The “edu creative production unit” is a form of educational business unit managed by students and teachers in the Visual Communication Design study program at SMKN 9 Bandung, organized through various subjects related to business product design. The learning process is carried out through professional management of product and service business units. This paper uses a descriptive qualitative method, by reviewing and describing the results of data processing obtained from observations, interviews, and literature studies. There are several “edu creative production unit” activities in the Visual Communication Design study program at SMKN 9 Bandung, one of which is the merchandise design program, namely the process of making mug, t-shirt, tote bags, and others, which are carried out through the following flow: order, pre-order, pre-production, production, and delivery. Through this “edu creative production unit” activity, there are learning facilities that follow the production flow in a real work environment. In this activity there are students who served as stay working admins and mobile working admins. In addition, there are also students who work as designers and producers. They work under the guidance of subject teachers. The “edu creative production unit” activity has resulted in an industry-based work system that is carried out in the classroom and produces ready-to-use products for sale. Usually the product that have been produced, they sell through the gallery of the Visual Communication Design study program at SMKN 9 Bandung. The sales target is the residents of SMKN 9 Bandung and the general public. This “edu creative production unit” activity, especially the merchandise design program, succeeded in providing experience and understanding of business activities in the field of making merchandise, especially for students of the Visual Communication Design study program at SMKN 9 Bandung.

**Keywords:** Learning · Creative Production Unit · Visual Communication Design

## 1 Introduction

Vocational High School or in Indonesian called Sekolah Menengah Kejuruan (SMK) is one of the levels of secondary education with the specificity of preparing graduates to be ready to work. In order for Vocational High School or SMK graduates to be ready to work

© The Author(s) 2024

J. Masunah et al. (Eds.): ICADE 2022, ASSEHR 771, pp. 264–272, 2024.

[https://doi.org/10.2991/978-2-38476-100-5\\_37](https://doi.org/10.2991/978-2-38476-100-5_37)

in the world of work or industry, the Indonesian government through the Ministry of Education and Culture seeks to strengthen students' abilities through various educational programs, instill an entrepreneurial spirit at every level and level of education, and expand employment opportunities. In line with these efforts, the Directorate of Vocational High School Development is also trying to improve the competence and entrepreneurial spirit of SMK graduates as stated in the 2015–2019 National Medium-Term Development Plan, which has targeted 200 SMKs to take part in entrepreneurship and teaching factory learning programs [1].

The existence of SMK is expected to support economic growth through entrepreneurial activities or work in the business and industrial world. Support for economic growth and improvement in human resources is the reason the government continues to increase the number of vocational schools gradually from year to year in Indonesia. [2] explained that the large number of vocational schools also contributed to the unemployment rate. Based on data from Indonesian BPS (Badan Pusat Statistik) in August 2014, the unemployment rate for vocational school graduates was 11.24% and increased to 12.65% in the period in August 2015. Furthermore, in February 2016 there was a decrease to 9.84% compared to August 2015. In August 2017 unemployment increased to 11.41% while for the period February 2018 there was a decrease to 8.92%. The unemployment rate for vocational school graduates is influenced by many factors, one of which is related to the availability of job vacancies that are not in accordance with the competencies possessed by students [3–6].

To prepare high-quality vocational school graduates, since 1990 the government has established a business unit as a practical activity. Government Regulation No. 29 of 1990 Article 29 Sect. (2), says that to prepare students to become workers, vocational high schools can establish production units that operate professionally. Production units are entrepreneurship activities in schools, in which there are education and training programs, in an effort to optimize human resources in them so that they provide greater added value to support the implementation of school programs.

The application of the concept of a production unit in vocational schools has now developed into a model for developing industrial-based vocational schools in the form of a factory as a place of learning, a production unit commonly known as a teaching factory. The implementation of this learning model combines learning and work, no longer separating theory and practice. In this regard, it is necessary to study how the implementation of the production unit model in vocational schools is an effort to improve the quality of graduates.

This paper discusses the implementation of the production unit at the State Vocational High School or SMKN 9 Bandung as an effort to improve the quality of graduates, with a focus on studies in the field of visual communication design. The discussion includes the implementation of creative edu production unit activities based on the learning curriculum of the Visual Communication Design study program at SMKN 9 Bandung, product results, and work systems. Where these activities, if developed and managed properly, can provide experience, learning, and even obtain funds to overcome operational activities at SMKN 9 Bandung.

## 2 Methods

This paper uses descriptive qualitative research methods to describe and analyze the process of implementing the production unit activities in the Visual Communication Design Study Program at SMKN 9 Bandung. Data collection techniques in this study were observation, literature study, and unstructured interviews, which were carried out to find out how the process of implementing the Edu Creative Production Unit took place in the Visual Communication Design study program at SMKN 9 Bandung. Observations were made by visiting the location or gallery of Visual Communication Design at SMKN 9 Bandung, where the activities of the Edu Creative Production Unit operate. Literature studies were obtained through various sources from the internet, including the website of SMKN 9 Bandung: <https://smkn9bandung.sch.id/>, the proposal for the Edu Creative Production Unit at SMKN 9 Bandung and the Instagram account: @dkvsmkn9bandung. The data obtained from the study of literature related to industrial-based learning activities at SMKN 9 Bandung, namely the creative education production unit, school identity, school curriculum, teaching staff, and other matters related to this paper.

Information about this research was obtained through interviews with three resource person, who are teachers and structural members of the Visual Communication Design study program at SMKN 9 Bandung. They are Mr. Aep Saepudin, S.Pd as Deputy Principal for Student Affairs and productive teachers at Visual Communication Design study program SMKN 9 Bandung, Mr. Daliswana, S.Pd. as the head of the study program at SMKN 9 Bandung, Mrs. Anita Wulandari, S.Ds. as a subject teacher for Creative Projects and Entrepreneurship at the Visual Communication Design SMKN 9 Bandung. The interview was conducted on Tuesday, November 30, 2021. From the results of interviews with Mr. Daliswana and Mr. Aep, information was obtained about an industry-based learning activity called the Edu Creative Production Unit. In addition, on December 28, 2021 and January 4, 2022, the author conducted an interview with Mrs. Anita. From the results of the interview, the authors obtained the Visual Communication Design curriculum at SMKN 9 Bandung in 2020, which was used as a reference for the activities of the Creative Edu Production Unit. In addition, data regarding product and activity information produced by the Edu Creative Production Unit was also obtained. Mrs. Anita explained that “this activity involves all human resources in Visual Communication Design SMKN 9 Bandung, which includes teachers and students who participate in vocational group subjects”.

The analysis consists of three activities, namely: data reduction, data presentation, conclusion/verification [7]. In this study, data processing was carried out qualitatively with the following steps: 1) data reduction: at this stage the writer performs sorting to simplify and transform the raw data obtained before determining the writing concept, 2) displaying data: after that the data obtained arranged in the form of narrative text, 3) conclusions and verification: after all the data is collected, then the writer draws conclusions through writing about the results of the research.

### 3 Result and Discussion

#### 3.1 Production Unit Activities

Production Unit is a process of business activities carried out by schools and the environment in the form of business units in a sustainable, academic and business nature by empowering school residents and the environment in the form of product/service business units that are managed professionally [7]. The Production Unit is also an entrepreneurial forum for human resources in schools, in the form of an organization, in which there is the authority of school leaders and managers to carry out their duties and responsibilities democratically. This activity can optimize the productivity of human resources in schools and provide added value that supports the implementation of school programs, because it is directly related to education and training. The production unit is needed as a training vehicle for students to provide experience in running a business activity, so that these students can mature and be independent. In addition, the production unit also provides opportunities for the community to participate in the course of education.

#### 3.2 Edu Creative Production Unit at SMKN 9 Bandung

Edu Creative Production Unit is a Production Unit created by the Visual Communication Design Study Program at SMKN 9 Bandung [8], its activities are engaged in the creative industry which is adjusted to the curriculum of the Visual Communication Design study program at SMKN 9 Bandung. The Edu Creative Production Unit is a design service community managed by teachers and students of the Visual Communication Design study program at SMKN 9 Bandung, they act as Human Resources (HR) and infrastructure. According to Mrs. Anita (creative project and entrepreneurship subject teacher), before starting the activities of the Edu Creative production unit, there is a student selection process by the subject teacher, where each student is grouped according to their interests and expertise randomly by the subject teacher. For example, students who are interested and experts in the field of photography, they enter the production unit in the field of photography, while students who are interested and experts in the field of computer graphics enter vocational design, publications, printing or screen printing. The activity of the production unit itself aims to select students where in the future when they are in class XII they can be directed to practice field work in accordance with their interests and expertise. So that when students move up to class XII, these students can get an internship with the same competence as the production unit activities that have been followed in class XI.

The implementation of the Edu Creative Production Unit activities involves collaboration between several vocational group subjects in class XI in the odd semester and even semester, including drawing, publication design, photography, videography, creative projects and entrepreneurship. This can be seen from the curriculum of the Visual Communication Design study program at SMKN 9 Bandung in 2020.

Field of Study Expertise: Arts and Creative Industries.  
Expertise Study Program: Visual Communication Design.  
Concentration: Visual Communication Design (Table 1).

**Table 1.** Curriculum Structure of Visual Communication Design Study Program in SMKN 9 Bandung in 2020.

Subject		Class X	Class XI	Class XII	
				Semester 1	Semester 2
<b>A. General Group</b>					
1	Religious Education	3	3	3	-
2	Pancasila and Civic Education	2	2	2	-
3	Indonesian	4	3	3	-
4	Sport Physical Education and Helath	3	2	-	-
5	History	2	2	-	-
6	Art/Fine Art	2	-	-	-
<b>B. Vocational Group</b>					
1	Mathematics	4	3	3	-
2	English	2	3	3	-
3	Informatics	4	-	-	-
4	Natural and Social Science Project	6	-	-	-
5	Vocational	-	-	-	-
6	Visual Communication Design Skills Program Fundamentals	6	-	-	-
	<b>Drawing</b>	-	15	17	-
	<b>Publication Design</b>	-			-
	<b>Photography</b>	-			-
	<b>Videography</b>	-			-
	<b>Creative Projects and Entrepreneurship</b>	-	5	5	-
7	Field Work Practice	-	-	-	44
8	Elective Subjects	-	4	6	-
	(Local Content)	-	-	-	-
	Local Language	2	2	2	-
	Foreign Language	2	2	2	-

*(continued)*

**Table 1.** (continued)

Subject	Class X	Class XI	Class XII	
			Semester 1	Semester 2
C. Strengthening Pancasila Student Profile, Character Development, and Work Culture	8	4	4	-
Total Credits	50	50	50	50

The curriculum of the Visual Communication Design study program at SMKN 9 Bandung has four vocational competencies, namely: Drawing, Publication Design, Photography, and Videography. Based on the curriculum, Visual Communication Design graduates at SMKN 9 Bandung are prepared to be able to work as professional workers, capable of entrepreneurship, and can continue their education to a higher level (University). The Visual Communication Design study program at SMKN 9 Bandung is the right choice for junior high school graduates who have hobbies and interests in drawing, illustration, graphic design, photography or videography, because they can channel their hobbies, potential, creativity, and develop themselves to become illustrators, graphic designer, photographer, videographer and creativepreneur.

Back to the discussion about the activities of the Edu Creative Production Unit, they have produced various quality human resource works that are professionally produced and marketed. Some of the programs contained in the Edu Creative Production Unit include services: printing house design, design (social media content, logos, branding), merchandise design, photography, and videography. The activities of the Edu Creative Visual Communication Design Production Unit at SMKN 9 Bandung have the motto: fast, easy, cheap, and quality. This activity prioritizes service to consumers, selection of good quality materials and designs, as well as offering affordable prices in the market. Because all products are made professionally by Visual Communication Design students at SMKN 9 Bandung who are competent in their fields. Below is the vision and mission of the Edu Creative Production Unit activities in the Visual Communication Design study program at SMKN 9 Bandung:

- Guarantee if the printing result is not in accordance with the client’s wishes
- Quality, and always adjusts to the quality standards of client satisfaction, with acc system designs and revisions by consumers. Always put forward printing technology with the latest ideas in the design world.
- Timeliness is very important in the production process. Efficiency and good time management can provide maximum and satisfactory results for clients.
- Competitive and friendly prices because it gives freedom to clients to create dynamic collaboration opportunities.
- Designs and prints produced are media to convey the client’s vision, mission and product image to the public.
- Receive orders from all cities in Indonesia outside Bandung, such as Jakarta, Jogja, Surabaya, Semarang, Medan, Padang, Lampung, Banjarmasin, Balikpapan, Makassar, Ambon, Jayapura, and other cities. Accept orders via WhatsApp 24 h.

### 3.3 Implementation of the Edu Creative Merchandise Design Program Production Unit at SMKN 9 Bandung

In the production unit of the merchandise design section, many products are made such as t-shirts, tote bags, mugs, pins, hats, stickers, seminar kits, and etc (Fig. 1).

Where in this activity students work as admins and designers, while teachers work as supervisors. Every day (during school hours) there are two students selected for picket and standby in the gallery room as admins to handle orders. And other students who are not in the room, they are working on projects in class on subjects related to the order. The flow of merchandise manufacturing activities is carried out through the stages: order, pre-order, pre-production, production, and delivery (Fig. 2).

- Order

At the booking stage, consumers previously ordered products via Whats App chat to the Edu Creative admin, where the transaction could be done at the consumer's place (admin picked up the order) or the consumer came to the Visual Communication Design

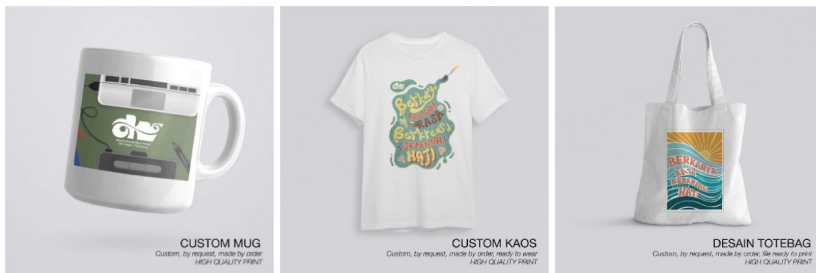


Fig. 1. Merchandise Products by the Edu Creative Production Unit at SMKN 9 Bandung.



Fig. 2. Standard Operational Work - Merchandise Manufacturing.

gallery of SMKN 9 Bandung. Furthermore, consumers make payments in cash or transfer via mobile banking or marketplace.

- Pre-Order

After the order is received, the Edu Creative admin will enter the order into the queue number list along with the estimated time for product processing, and then the order will be carried out by the designer.

- Pre-Production

After that, the designer began to create products in the form of digital designs and mockups. In the product manufacturing process, there is a revision process according to consumer needs. In addition to the revision process, designers are also guided by subject teachers. After all the revision process is complete, then proceed to the production stage.

- Production

At the production stage, all designs have been completed, approved by consumers and subject teachers. So at this stage, we begin to enter the printing, finishing, and packaging processes. The results of digital design designs can be sent via WhatsApp or Email with high resolution.

- Delivery

After the production process is complete, the product is sent to the consumer or can also be picked up directly at the Visual Communication Design gallery of SMKN 9 Bandung. After the order is received by the consumer, the assessment is given by the consumer in the form of a testimonial on Instagram or Marketplace.

## 4 Conclusion

The production unit is a learning activity carried out in vocational high schools through the professional management of product/service business units. There are several creative edu production unit activities in the Visual Communication Design study program at SMKN 9 Bandung, including the manufacture of merchandise, namely the process of making mugs, t-shirts, tote bags, and others which are carried out through the flow: order, pre-order, pre-production, production, and delivery. Through this creative edu production unit activity, there is a learning process that is in accordance with the production flow in a real work environment.

This creative edu Production Unit activity was held as a means of production/service-based training for students at SMKN 9 Bandung. From these activities, several benefits were obtained for teachers and students, for example, being able to grow and develop students entrepreneurial spirit of teachers and students, assisting maintenance activities, adding facilities and other educational operational costs for schools, increasing the spirit of togetherness to increase the productivity and welfare of teachers and students, developing independent and confident attitudes in the implementation of student practice activities, increasing creativity and innovation among students, teachers and school management, as well as building the school's ability to establish synergistic cooperation



with external parties and the environment and the community. We hope that activity will be able to produce quality graduates in the field of visual communication design who are skilled, independent, have an entrepreneurial spirit (entrepreneurs) who are ready to work, smart, competitive, and have national identity, as well as being able to develop local advantages and be able to compete in the global market.

## References

1. Anonymous.: Government Regulation Number 29 of 1990 concerning Secondary Education (1990).
2. Sudiyono, S.S.: Teaching Factory as an Effort to Improve the Quality of Graduates in Vocational Schools. *Journal of Education Policy Research*. 12(1), 103-111 (2019).
3. Bandung.: Visual Communication Design SMKN 9 [@dkvsmkn9bandung]. Desain Komunikasi Visual. Accessed via <https://www.instagram.com/dkvsmln9bandung/?hl=id,2021/12/06>.
4. Bandung.: Visual Communication Design SMKN 9 [@dkvsmkn9bandung]. Custom Kaos [Foto Instagram] Accessed via <https://www.instagram.com/p/CSBq0o0nGHX/?hl=id,2021/12/06>.
5. Bandung.: Visual Communication Design SMKN 9 [@dkvsmkn9bandung]. Custom Mug [Foto Instagram] Accessed via <https://www.instagram.com/p/CSBqV89nqal/?hl=id,2021/12/06>.
6. Bandung, Visual Communication Design SMKN 9 [@dkvsmkn9bandung]. Totebag Custom [Foto Instagram] Accessed via <https://www.instagram.com/p/CSBp9ienYQf/?hl=id,2021/12/06>
7. Miles, M. B., Huberman, M.: *Qualitative Data Analysis*. Jakarta: University of Indonesia, Jakarta (1998).
8. SMK NEGERI 9 Bandung City, Accessed via <https://smkn9bandung.sch.id/>, 2021/12/06.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

