

Canva training to optimize digital da'wah media for 'Aisiyyah Banguntapan 2 Cadres

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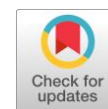
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ABSTRACT

Graphic design skills are a crucial aspect in supporting da'wah activities and publications of social and religious organizations in the digital era. This community service program, aimed at empowering members of Ranting 'Aisiyyah Banguntapan 2, has fostered a strong sense of community and shared purpose through training in the use of the Canva application. Activities began with mapping partner needs, followed by training based on interactive lectures, video simulations, and hands-on practice. Evaluation was conducted through a pretest and a posttest to measure the improvement of participants' understanding. The results showed that only 31% of participants had used Canva prior to the training, while 94% were able to create posters independently after the training. A total of 69% of participants felt an increase in technical knowledge, and 31% experienced an increase in creativity. These findings show that the structured Canva training was effective in improving participants' digital literacy and design skills. This program not only makes a significant contribution to supporting the digital transformation of the women's community through a practical educational approach, but it also fosters a sense of community and shared purpose among the participants, making them feel more connected and engaged



KEYWORDS

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1. Introduction

The development of digital technology has made graphic design skills a crucial competency for strengthening communication in religious organizations [1], [2]. Organizational capabilities can convey their messages and values more engagingly and effectively, utilizing various digital platforms to reach a wider audience [3]. Good graphic design can enhance the visual appeal of communication materials, such as posters, brochures, and social media content, making the messages conveyed more easily received and remembered by the public [4]. In addition, these skills enable organizations to adapt to changing communication trends, so that they remain relevant and able to attract the attention of the younger generation [5].

In the context of women-based religious organizations such as Ranting 'Aisiyyah Banguntapan 2, the need for graphic design skills is particularly pronounced. The main challenge faced is the limited availability of human resources with expertise in graphic design. As the first women's organization established in Indonesia and having grown rapidly, 'Aisiyyah continuously strives to improve the effectiveness of its communications to support its religious, educational, and social programs [6]. Information technology creates an opportunity to adapt to the changing times and allows cadres of Ranting 'Aisiyyah Banguntapan 2 to participate in the design process interactively. This program is part of a community service initiative designed to address the real needs of the community by improving digital literacy and visual communication in line with da'wah values.

Currently, there is no training specifically focused on creating visual media for organizational activities, which is one of the main obstacles for the cadres of Ranting 'Aisiyyah Banguntapan 2. This limitation is mainly due to a lack of skills in graphic design, so members often rely on traditional methods to convey information regarding Islamic activities, such as through letters, text messages, and oral announcements. While these methods may be effective, the results are often unappealing and fail to effectively capture the community's attention. In addition, limitations in graphic design for creating print media, such as posters and banners, that are both attractive and informative, are experienced by members of the Public Infrastructure and Facilities Handling (PPSU) in Bambu Apus Village, East Jakarta [7]. This unattractive communication method results in important information not being conveyed optimally, thereby limiting community participation in organized activities. Additionally, the information conveyed does not always accurately reflect the spirit and potential of existing activities, resulting in the community's limited involvement.

Therefore, it is crucial to find more innovative and effective solutions, such as organizing graphic design training, to enhance the quality of communication and promote activities. With a more visual approach, it is expected that information can be conveyed more attractively, thereby encouraging greater participation from the community and increasing the positive impact of each activity carried out [8]. The application of digital technology in making religious promotional materials also supports the principles of inclusivity and community empowerment [9]. The ease of access and use of applications such as Canva allows organization members from various educational backgrounds and expertise to participate in the process of creating promotional materials [10]. By utilizing the easily accessible Canva application, this program provides an opportunity for members with diverse educational backgrounds to develop design skills that are relevant to the values of 'Aisiyyah. Canva opens up new opportunities in the development of learning media that are not only informative, but also engaging and interactive [11]–[13]. Using Canva can make designing visual and attractive posters or invitations easier, thus increasing their appeal to the public. Therefore, the use of information technology, primarily through graphic design applications such as Canva, not only increases effectiveness but also creates a more inspiring and dynamic religious environment [14].

Although various training programs utilize Canva applications to support training, such as creating promotional media for the Waste Bank [15], marketing materials for cake-making [16], magazine layouts [17], and social media promotional content [18]. There are still some gaps in training and implementation that need attention. Most training programs focus more on the basic introduction of using Canva, without developing advanced design skills that can increase participants' creativity and innovation in creating learning materials. There has been no in-depth analysis of the factors that influence participants' engagement and motivation during Canva training, which is crucial for understanding how to enhance training effectiveness.

This program aims to provide adequate training so that members can effectively utilize digital media. The training covers not only the technical aspects of using Canva but also the principles of effective graphic design, enabling members to produce materials that are not only visually appealing but also communicative and aligned with the organization's values. The training is expected not only to improve members' graphic design skills but also to contribute to increased community participation in religious activities, as well as to strengthen Aisiyyah's positive image in the eyes of the public [19]. Attractive and professional promotional materials increase community trust in the programs offered and encourage greater participation in religious activities. The service program demonstrated that effective visual communication can increase audience engagement and reinforce the message. Investing in graphic design training has a positive long-term impact on both the organization and the community it serves [20]. The novelty of this program lies in the integration of Canva training tailored to the needs of the women's dakwah community, with an evaluative approach using the Kirkpatrick model, as well as a focus on sustainability and the transfer of graphic design skills to meet digital dakwah needs. In line with the spirit of social empowerment in training [21] demonstrates that professional development training can foster critical awareness and reflective attitudes that promote justice-based social change.

2. Method

The method for implementing this activity integrates Kirkpatrick's Four-Level Training Evaluation model [22] into a structured workflow as illustrated in Fig. 1. This model was chosen because it can

comprehensively measure the effectiveness of training, from the reaction level to the real impact on changes in participants' behavior and work outcomes [23]. A recent quantitative study extended the application of the Kirkpatrick Model to evaluate the impact of training on women farmers, demonstrating its ability to measure outcomes from reaction to tangible behavior change [24]. The flowchart outlines the implementation stages, from preparation and pre-training assessment to Canva training, post-training assessment, and evaluation of the activity.

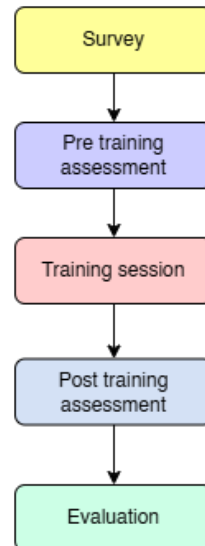


Fig. 1. Implementation method

2.1. Survei

The initial stage of this activity was a survey, which aimed to identify the need for Canva training for members of the Banguntapan 2 'Aisiyiah Branch. This survey was conducted through direct interviews with the Banguntapan 2 'Aisiyiah Branch Leader and several representative members. Through this survey, it was expected to gather accurate information on the needs, challenges faced, and expectations of the training. This information serves as the basis for designing training materials tailored to the specific needs of each member. The data obtained will serve as the basis for designing training materials tailored to the needs of participants, enabling the training to be carried out effectively and efficiently.

2.2. Pre-training assessment

Before the training begins, a pre-training assessment is conducted by giving a pretest to participants, which aims to measure participants' initial knowledge of design and Canva. The questions covered basic concepts and features of Canva. The goal was to get a baseline of knowledge and identify areas of lack of understanding, so that the training materials could be adjusted and more focused on the specific needs of the participants.

2.3. Training session

Canva training was conducted by providing basic Canva materials and doing hands-on practice guided by the instructor. The training aimed to improve participants' design skills, so that they can optimally utilize digital media to support the da'wah, publication, and communication activities of Ranting 'Aisiyiah Banguntapan 2. During the training, participants were also provided with pre-compiled modules, Canva video tutorials on poster making, and practical assistance sessions to ensure an in-depth understanding and effective application of the materials taught.

2.4. Post training assessment

After the Canva training was completed, a post-training assessment was conducted by giving a posttest to the participants. This aims to measure the increase in understanding and evaluate the mastery of the material after attending the training.

2.5. Evaluation

Finally, an evaluation is conducted to analyze the pretest, posttest, participant feedback, and observations during the training. This process aims to prepare an evaluation report, identify the strengths

and weaknesses of the training, and provide recommendations for improvement to develop a more effective training program. The results of this evaluation will be an important basis for improving the quality of Canva training at Ranting 'Aisyiyah Banguntapan 2, so that it can provide optimal benefits for participants and the organization as a whole.

3. Results and Discussion

As the first step of the People Empowerment Program, the service team held an initial meeting at the Dakwah Building of Muhammadiyah Banguntapan 2. In this meeting, representatives from the Banguntapan 2 'Aisyiyah Branch included Mrs. Sumandiyah as the leader and Mrs. Yuliani as the secretary, as shown in Fig 2. The important points of the meeting include: 1) Ranting 'Aisyiyah Banguntapan 2 as a partner in this program; 2) the service team provides a program in the form of training related to design using Canva; and 3) scheduling activities.



Fig. 2. Documentation of the team meeting with partners

Following up on the initial meeting with the partners, the team immediately prepared the implementation of the design training with Canva, including compiling training materials, preparing devices and facilities, and coordinating the schedule with participants, as shown in Fig. 3. This was to align the materials and methods with the needs of the participants, as a form of commitment to empowering the members of Ranting 'Aisyiyah Banguntapan 2.



Fig. 3. Documentation of the preparation for the design training with Canva

On Saturday, May 3, 2025, a design training with Canva was held at the Nur Rohman Mosque in Babadan Banguntapan. The training was attended by 16 members of 'Aisyiyah Banguntapan 2 Branch, as shown in Fig. 4.



Fig. 4. Documentation of the design training with Canva

The training was conducted using an interactive lecture method, accompanied by hands-on practice, which utilized each participant's cellphone and laptop. The Canva training for members of Ranting 'Aisyiyah Banguntapan 2 was carried out in a structured manner to achieve the goal of improving participants' graphic design skills. The activity began with the delivery of training objectives and an introduction to the important role of digital media in supporting da'wah, publications, and organizational communication. Furthermore, participants were provided with theoretical material that included an introduction to the Canva platform, covering both the website and mobile versions, along with an explanation of the user interface, main features, and basic principles of graphic design relevant to Fig. 5.



Fig. 5. Documentation of the presentation of design training materials with Canva

As part of the training, a tutorial in the form of a video simulation was also presented, showing the practical steps of using Canva in both versions. The presentation of this material was accompanied by a hands-on session, during which the instructor guided participants through the design creation process, starting from selecting templates, arranging visual elements, and saving and publishing their work. This practice is carried out intensively to ensure that each participant can master the stages effectively. To support the sustainability of learning, participants were equipped with a training module that had been prepared in advance as a practical guide for honing skills independently. The training phase concluded with a brief evaluation in the form of reflection and feedback from participants, who demonstrated high enthusiasm for the material presented. With the completion of this session, it is expected that the participants' skills in utilizing Canva can significantly improve the quality of the organization's digital media.

Written evaluations in the form of pretests and posttests were conducted at the beginning and end of the activity to measure the understanding of the participants from members of Ranting 'Aisyiyah Banguntapan 2 based on the material provided. The survey results, conducted at the beginning of the activity, showed that only 5 out of 11 participants, or approximately 31%, had used Canva in creating posters. Meanwhile, the other 69% of participants had only heard about Canva briefly or had never used it. These percentages are illustrated in Fig. 6.

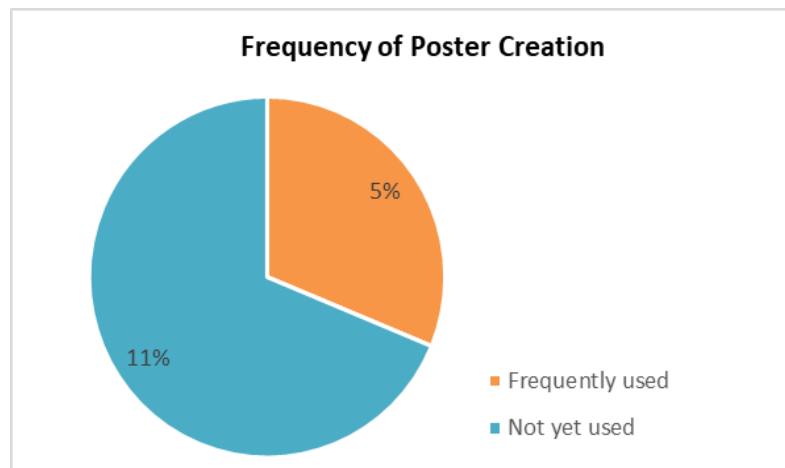


Fig. 6. Poster making with Canva

Based on Fig. 6, it can be seen that only a small percentage of participants have used Canva for poster making. Therefore, most participants were unable to use Canva for this purpose.

All participants provided positive responses regarding the importance of graphic design in supporting their activities and work. A total of 56% of participants agreed, while 44% strongly agreed. There were no participants who chose the categories 'disagree', 'disagree', and 'strongly disagree'. The percentage indicating the importance of graphic design is shown in Fig. 7.

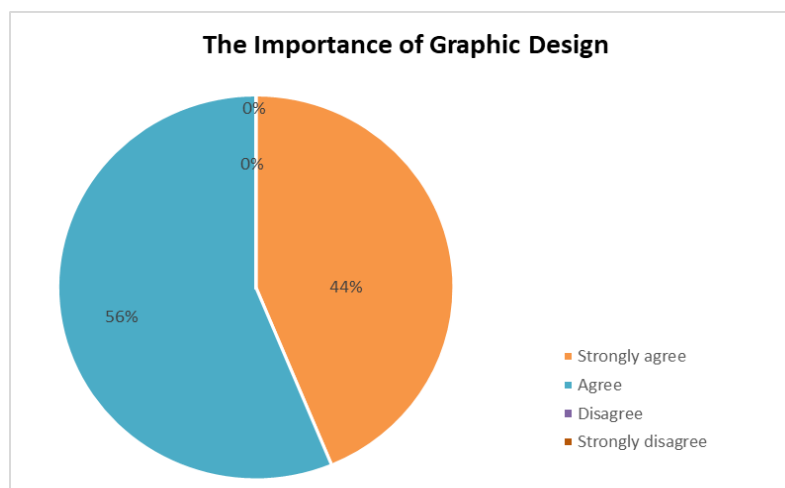


Fig. 7. Importance of graphic design

Prior to the training, participants were asked to complete a survey regarding their reasons for attending the Canva training, which focused on poster creation. Based on the survey results, 37% of participants expressed a desire to improve their design skills, while 31% showed interest in creating promotional materials. In addition, 19% of the participants joined the training due to the demands of their work assignments, and 13% were simply curious about Canva. These results indicate that participants' interest in the training was high, with the majority demonstrating a clear motivation to enhance their design skills. A graph illustrating the distribution of participants' reasons is shown in Fig. 8.

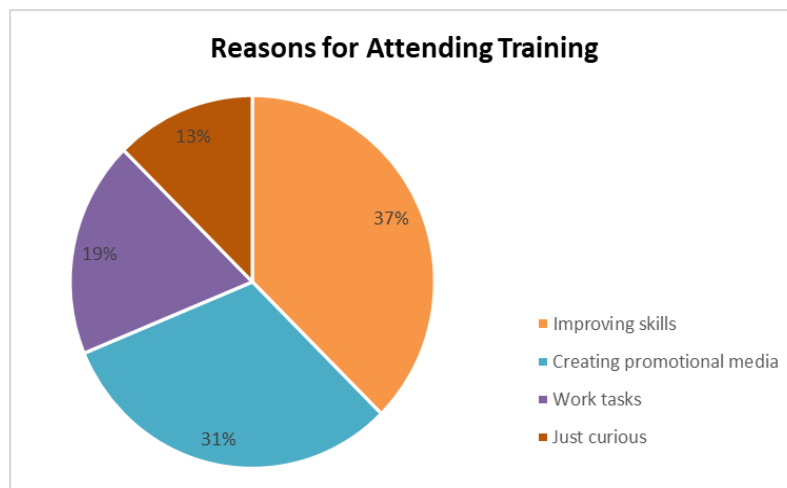


Fig. 8. Reasons for attending training with Canva

In the material presented, it was explained that using the Canva application is very easy. Interestingly, 94% of participants were able to create posters without experiencing any issues with ease of poster creation. Only 6% of participants reported problems, which were caused by devices that were less supportive in the poster-making process. During the assistance session, this issue was also identified, indicating a need for technical support related to the devices used. This indicates that the majority of participants had a positive experience using the Canva application for design purposes.

It can be seen that most participants were able to follow the practical training material on poster making and answer the posttest questions. These results indicate a high level of understanding among participants, which is reflected in their ability to apply the knowledge they have gained. Additionally, Fig. 9 illustrates the participants' ease of use with the Canva application, where 50% of participants found the application very easy to use, while 40% reported it was easy to use. Only 10% of participants found using Canva to be quite tricky.

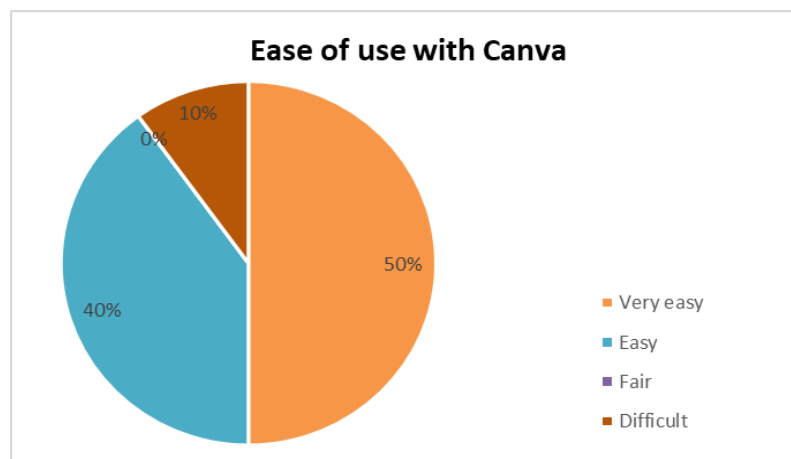


Fig. 9. Ease of use of Canva

Participants performed well on the posttest, indicating that they had understood the material taught. The participants' level of understanding was measured based on the scores obtained in the posttest. The results showed that 50% of participants demonstrated sufficient mastery, while 37% showed good mastery of the material. In terms of mastery of the material, the posttest results showed that 87% of participants had sufficient or good mastery of the material taught. This suggests that well-structured training can have a positive impact on improving participants' skills, as can training [25]. However, 13% of participants were still in the learning process, indicating that there is room for improvement and further development. The level of understanding is evident in Fig. 10.

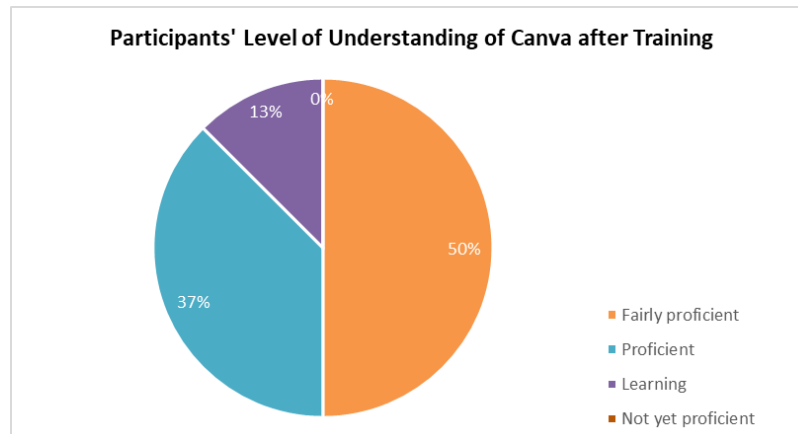


Fig. 10. Participants' level of Canvas understanding after the training

Furthermore, a comprehension evaluation was conducted to assess the benefits of the training provided. The evaluation results indicate that the design training using Canva had a positive impact on participants, as shown in Fig. 11. 69% of participants found the training helpful in increasing their technical knowledge about Canva, which can help them use the application more effectively. Meanwhile, 31% of participants found the training helpful in enhancing their creativity and design skills. This finding aligns with [26], which demonstrated a significant improvement in the ability to design creative learning materials. Additionally, [27] demonstrated that utilizing Canva can enhance graphic design skills, and [28] highlighted that this training can improve participants' creativity and visualization abilities.

A similar training approach, which focuses on empowering women's communities, has also proven effective in community-based digital literacy research [29]. Another finding from [30] shows that digital literacy, particularly in visual media management, is a crucial tool in shaping religious authority in the digital era. This supports our finding that improving cadres' visual literacy strengthens active participation in digital da'wah communication. However, as highlighted by [31], the sustainability of digital skills is highly dependent on institutional support. Without post-training mentoring, the skills acquired by participants may degrade over time. This highlights the need for follow-up training strategies and the strengthening of learning communities. A digital literacy training program developed through Community-Engaged Learning was successful in increasing the confidence and digital competence of low-income older adults, as reported in the JMIR Aging study. This finding reinforces the need for Canva training to be complemented by a sustainable mentoring strategy.

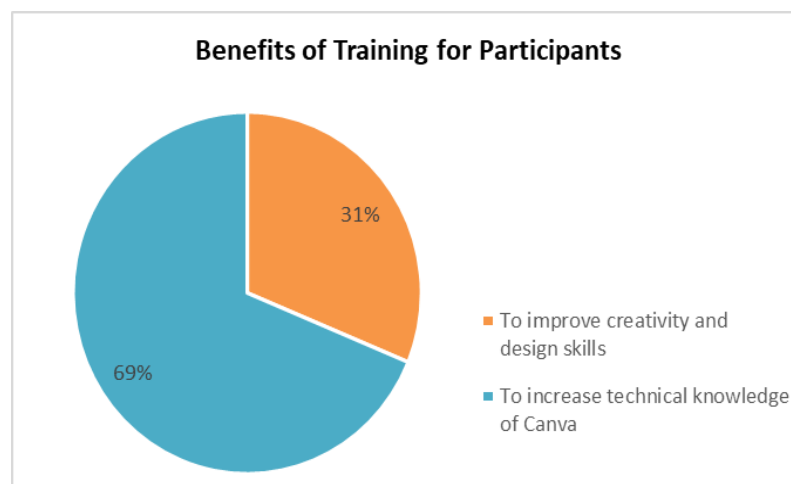


Fig. 11. Training benefits for participants

Some participants have successfully designed posters using the Canva app without experiencing any significant obstacles. This positive experience shows that they can quickly understand and apply the features available in the app. Examples of posters created by trainees are shown in Fig. 12, illustrating the creativity and design skills they developed during the training sessions.



Fig. 12. Design results created by trainees with Canva

4. Conclusion

The Canva application-based graphic design training program has successfully empowered members of Ranting 'Aisiyyah Banguntapan 2 in improving their digital literacy capacity and visual skills. The evaluation results showed a significant increase in mastery of the material, where most participants who were previously unfamiliar with Canva were able to produce designs independently after the training. This finding demonstrates that a participatory training approach, which combines theory and practice, can effectively enhance the digital competence of the community. This program aims to enhance the capacity of women in religious organizations to produce more modern, attractive, and effective da'wah media. The program not only meets the initial objectives as formulated in the planning, but also shows the potential for sustainability and replication in other communities. In the future, training can be developed using relevant advanced materials, such as digital content creation for da'wah media, and equipped with technical support to minimize device barriers. These results underscore the importance of integrating technology in community empowerment strategies, particularly in the context of faith-based women's organizations.

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