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Canva Training for Digital Marketing Content Creation among MSMEs in Kramat Village

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Abstract

Limited skills in creating visual content can hinder the use of digital media for business promotion in village communities. This community service activity aimed to equip MSME actors, PKK members, teachers, and Karang Taruna members in Kramat Village with basic skills in using Canva to create promotional content. The training was conducted on August 15, 2026, at Kramat Village Hall and involved ten participants. The activities consisted of material delivery, Canva feature demonstrations, guided practice, discussion, and descriptive observation of participant engagement and practice. The results indicated that participants were able to follow the demonstrations, use basic editing features, participate in guided practice, and develop basic promotional materials using Canva. These findings suggest that the training provided participants with practical experience in producing more structured visual content for promotional purposes. However, the extent of skill improvement could not be quantitatively determined because standardized pre-test and post-test instruments were not administered. Follow-up assistance, design assessment rubrics, and regular content production are therefore recommended to support the continued application of Canva skills in MSME promotion.

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1. INTRODUCTION

Digital transformation provides opportunities for micro, small, and medium enterprises (MSMEs) to expand their promotional reach, strengthen brand awareness, and interact directly with consumers through social media and digital platforms. These opportunities are particularly important for village-based MSMEs, which often have limited resources for conventional advertising. However, access to smartphones and digital platforms is not always accompanied by the ability to create effective promotional content. Many business actors still experience difficulties in presenting product information in an attractive, clear, and consistent manner.

Visual communication plays an important role in digital marketing because promotional content generally combines photographs, text, colors, typography, and graphic elements. An effective promotional design should communicate essential information, including the product name, advantages, price, ordering procedure, and contact details. Inappropriate composition, excessive text, unsuitable colors, low-quality product photographs, and unclear information hierarchy may reduce the effectiveness of promotional materials. Therefore, basic graphic design skills are necessary to help MSME actors produce more informative and professional digital content.

Canva is relevant as an introductory training tool because it provides ready-to-use templates, visual elements, text-editing features, and design outputs that can be accessed through computers and mobile devices. Its user-friendly interface allows beginners to create basic promotional materials without requiring advanced graphic design skills. Previous community service activities have reported that Canva-based training can support participants in developing promotional knowledge and engaging in

the creation of digital content, particularly among MSME actors and youth groups [1], [2]. Training that combines explanation, demonstration, and direct practice can also help participants understand the content creation process more systematically [3], [4].

Canva can therefore serve not only as a design application but also as an entry point for developing digital literacy and marketing communication skills. Through the design process, participants can learn how to select appropriate templates, organize product information, determine suitable color combinations, use readable typography, and arrange photographs and graphic elements. These skills can support the creation of promotional materials that are attractive, consistent, and appropriate for the intended audience.

The community partner in this activity was Kramat Village. The target participants consisted of MSME actors, members of the Family Welfare Empowerment organization (PKK), teachers, and members of the youth organization (Karang Taruna). Although they perform different roles in the community, these groups share a need to produce digital promotional and informational media. Initial observations indicated that participants were generally familiar with smartphones and social media but still required practical guidance in using digital design applications and organizing visual information effectively.

Based on these conditions, the training adopted a hands-on approach that combined material presentation, demonstration, discussion, and guided practice. Participants were introduced to Canva's main menus and features and were then guided in selecting templates, editing text, adjusting colors, adding images, arranging visual elements, and exporting completed designs. This approach allowed participants to observe each stage of the design process and practice the skills directly according to their individual needs and level of digital experience.

This community service activity aimed to improve participants' ability to use digital technology to support product promotion, marketing, and the dissemination of information. Operationally, the activity was designed to enable participants to recognize Canva's template and editing functions, understand the basic principles of visual arrangement, and gain practical experience in producing promotional media independently. This article describes the implementation method, participant engagement, activity achievements, evaluation limitations, and recommendations for ensuring the sustainability of similar digital literacy programs in Kramat Village.

2. METHOD

The training was conducted on Saturday, August 15, 2026, starting at 10:00 a.m. Western Indonesian Time at the Kramat Village Hall. Ten participants attended, representing MSME actors, PKK members, teachers, and Karang Taruna members. The implementation team consisted of a trainer and student facilitators. The equipment included laptops, a projector, an internet connection, and the Canva application. The material focused on an introduction to MSME digitalization, the role of visual content in promotion, the Canva interface, template selection, text and element editing, and the development of simple promotional designs.

The activity used a participatory training method comprising five stages. The first stage involved a needs orientation and an explanation of the activity objectives. The second stage provided a brief explanation of digital promotion and basic design principles, including message clarity, color consistency, typographic legibility, and compositional balance. The third stage consisted of a demonstration of Canva menus using a projector. The fourth stage involved guided practice with assistance from student facilitators. The fifth stage consisted of discussion, questions and answers, and a descriptive final evaluation. This pattern is consistent with Canva training activities that position demonstration and practice as the core of skills transfer [5], [6].

Achievement was assessed using a process observation sheet covering four indicators: completion of the activity sequence, attendance of the target participants, engagement during the demonstration and guided practice, and participation in the discussion session. The use of observation and participant engagement as part of the evaluation process is consistent with participatory and community-based Canva training activities reported in previous studies [7],[8],[9]. Supporting evidence included

implementation notes and photographic documentation. The evaluation generated descriptive information on implementation and participant engagement rather than quantitative measures of competence change. Therefore, the findings were interpreted as evidence of training implementation and participants' initial engagement with Canva, rather than as evidence of measurable improvement in digital design competence.

3. RESULTS AND DISCUSSION

The community service activity was conducted through material presentation, demonstration, discussion, and guided practice. Participants were introduced to the importance of digital promotion and the use of Canva to create promotional and informational media. The facilitator explained basic design principles, including template selection, typography, color combinations, product photograph placement, and the arrangement of essential information. The presentation of the training materials is shown in Figure 1. During the demonstration, the facilitator showed how to select a template, edit text, adjust colors, insert images, add graphic elements, and save the completed design. Participants then practiced the demonstrated steps using the available devices. They were also encouraged to ask questions when they encountered difficulties. The discussion and practice sessions demonstrated active participant involvement, as presented in Figure 2.

The achievement of the activity objectives was evaluated through participant attendance, engagement during discussions, ability to follow the editing steps, and willingness to practice independently. The activity was considered successful at the introductory level because participants became familiar with Canva's main menus and understood the basic process of creating digital promotional content. However, the evaluation was descriptive because formal pre-test and post-test instruments were not used. The main advantage of Canva was its accessibility for beginners through ready-to-use templates and simple editing features[10],[11]. Nevertheless, differences in digital literacy, device performance, internet connectivity, and the limited duration of the training affected the learning process. Some participants were able to follow the material quickly, while others required repeated explanations and direct assistance.

In the short term, the activity increased participants' familiarity with Canva and their awareness of the importance of attractive and informative promotional media. In the long term, these skills can support the independent promotion of MSME products and the dissemination of village information. Future activities should include follow-up assistance, advanced training, and more structured evaluations [12]. The documentation of the facilitators and participants at the end of the activity is presented in Figure 3.

3.1 Training Implementation

The activity began with a presentation on the role of digital content in helping MSMEs communicate product information more concisely and attractively. The trainer then demonstrated how to use Canva, including how to select a design format, open a template, modify text, arrange elements, and adjust the composition. The projector presentation enabled participants to follow the menu sequence visually. Student facilitators assisted participants during the practice stage and ensured that technical difficulties could be addressed promptly.



Figure 1. Delivery of the material and demonstration of Canva editing menus

Direct demonstration was important because it allowed participants to connect conceptual explanations with operational steps in the application. Participants were introduced not only to the availability of templates but also to the idea that a template is a starting point that must be adapted to a product's identity. Such adaptation includes selecting consistent colors, limiting the number of typefaces, positioning the product name, key benefits, price or contact information, and using relevant photographs. This approach is consistent with findings that Canva visual designs can support marketing strategies when users understand the function of graphic elements and can adapt them to product needs [3], [6].

3.2 Participation and Process Achievements

Ten participants attended the activity, in accordance with the implementation records. During the sessions, participants followed the demonstration, engaged in guided practice, and asked questions. Documentation of the discussion session demonstrated two-way communication between the participants and the team. This was an initial indicator that the training topic was relevant to the target groups' needs. Active engagement also helped the trainer identify areas requiring repetition, particularly menu navigation and the adjustment of design elements.



Figure 2. Participant engagement during the discussion and question-and-answer session

Table 1. Process achievements of the activity implementation

Aspect	Target	Achievement	Evidence
Participation	10 target participants	10 participants attended the activity	Implementation records
Stages	Material, demonstration, practice, evaluation	All stages were completed	Activity notes and photographs
Engagement	Participants joined the practice and discussion	Engagement and questions were observed	Observation and documentation
Media	Canva was demonstrated using a projector	Editing menus were displayed and explained	Presentation documentation

Table 1 shows that the verifiable indicators primarily concerned implementation and participant engagement. These achievements provide an important foundation for learning but are insufficient to determine the extent of improvement in design skills. Similar community service programs have frequently reported increased knowledge or ability after participants completed practical Canva activities [1], [2], [5]. To enable stronger comparison of outcomes in Kramat Village, future activities should use initial and final design assignments assessed with a rubric covering legibility, composition, visual identity consistency, information completeness, and suitability for the intended promotional audience.

3.3 Benefits, Constraints, and Sustainability

A direct benefit of the activity was the provision of a shared learning environment for community groups with different digital communication needs. MSME actors can use design skills to produce product posters, price lists, simple catalogs, and social media content [13]. PKK members, teachers, and Karang Taruna members can apply the same principles to community information media. The diverse participant composition also creates opportunities for collaboration; for example, young people can assist with content production, while business actors provide product information and identify target consumers.

The constraints requiring attention include differences in participants' proficiency with digital devices, dependence on internet connectivity, limited practice time, and the absence of standardized product evaluation. Easy access to an application does not automatically result in effective visual communication [14]. Participants still require repeated practice, feedback, and examples of designs relevant to local products. Other programs have similarly demonstrated the importance of intensive practice and continued assistance in enabling Canva use to develop into an independent skill [2], [4], [15].



Figure 3. Participants and the implementation team after the activity

Sustainability can be supported through a participant communication group, regular design clinics, and a monthly content calendar. Each participant could be asked to produce at least one promotional design, publish it through the channel they use, and record basic responses such as reach, customer inquiries, or interactions. This approach would allow subsequent evaluation to assess not only the ability to operate Canva but also the relationship between content quality and marketing communication objectives. Tiered indicators comprising attendance, design products, publication consistency, and audience responses would provide more comprehensive evidence of impact.

4. CONCLUSION

The MSME digitalization and Canva graphic design training in Kramat Village was conducted on August 15, 2026, and involved ten participants representing MSME actors, PKK members, teachers, and Karang Taruna members. The activity was implemented through material presentation, demonstration, guided practice, discussion, and descriptive evaluation. All planned stages were successfully completed, while participants demonstrated active involvement during the practical and question-and-answer sessions. Through this activity, participants gained introductory knowledge about digital promotion and practical experience in selecting templates, editing text, arranging visual elements, and preparing promotional content using Canva. The main strengths of the activity were its practical materials, the use of an accessible design application, and the direct assistance provided during the practice session. However, the limited training duration and the absence of pre-tests, post-tests, and product assessment rubrics restricted the objective measurement of participants' skill improvement. Future community service programs should provide longer practice sessions using local MSME products, offer structured feedback on participants' designs, and conduct periodic monitoring of promotional content publication. Continuous assistance is also necessary so that Canva skills can be applied independently and contribute sustainably to improving the quality and consistency of MSME digital promotion in Kramat Village.

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