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Canva Training to Support Digital Marketing for MSMEs in Tambaksari Kidul, Banyumas

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Abstract

Social media promotion for micro, small, and medium enterprises (MSMEs) requires a clear visual identity and engaging content, yet some MSME actors have limited experience creating logos and promotional designs. This community service activity trained MSME actors in Tambaksari Kidul Village, Kembaran District, Banyumas Regency, to use Canva for simple logos and social media posts. The training was conducted on August 21, 2026, with 14 participants and included explanation, demonstration, guided practice, discussion, and process-oriented descriptive evaluation. Evaluation data were obtained from attendance records, facilitator field notes, and activity documentation. Fourteen participants attended, all planned stages were delivered, and participants practiced basic template-editing steps with facilitator assistance. Individual completion rates, design quality, competency improvement, and independent post-training performance were not assessed. The documented results therefore concern implementation and participation rather than learning gains. Follow-up activities should apply a design rubric, record achievement for each participant, provide feedback, and monitor the use of designs in MSME promotion.

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1. INTRODUCTION

The development of digital technology has changed how micro, small, and medium enterprises (MSMEs) introduce products and communicate with consumers. Social media enables business actors to deliver product information quickly, reach a broader range of potential customers, and build relationships with consumers without incurring substantial promotional costs. For village-based MSMEs, the use of digital media represents an important opportunity to improve competitiveness while strengthening business identity.

The success of digital promotion is determined not only by posting frequency but also by the clarity of visual identity. A logo functions as an identifier that distinguishes one business from another and strengthens MSME branding [7]. Social media post designs complement the logo by communicating product information in an attractive and readable form [10]. Consistent use of colors, typography, symbols, photographs, and layout can also help consumers recognize the business more easily [9]. Conversely, inconsistent design and poorly organized information may reduce the effectiveness of promotional messages.

A preliminary needs assessment was conducted through coordination with Tambaksari Kidul Village representatives and informal discussions with participating MSME actors before the activity. The assessment indicated difficulties in independently creating visual identities and promotional content, limited design experience, insufficient understanding of visual element selection, and a perception that logo creation required specialized devices and expertise. These findings supported the need for training that was simple, practical, and compatible with the devices participants used in their daily activities.

Canva was selected as the training platform because its templates, graphic elements, color options, typography, and editing features are relatively accessible to beginners [3], [4]. The availability of ready-

to-edit poster and banner templates enables participants to begin creating promotional media without designing every element from scratch [5], [6]. Previous community service activities indicate that Canva can help MSME actors produce attractive promotional content and strengthen social media marketing practices [11], [15]. Village-based digital marketing assistance has likewise emphasized the importance of practical skills for expanding MSME promotion [1], [8]. Canva-based logo mentoring is particularly relevant for developing a more consistent digital brand identity [14]. Therefore, demonstrations and hands-on exercises were used so that participants with different levels of digital experience could follow the design process gradually [2].

The community service partners were MSME actors in Tambaksari Kidul Village, Kembaran District, Banyumas Regency. Fourteen participants attended the training on August 21, 2026. Preliminary coordination with village representatives and informal discussions with the participants identified a need for basic assistance in creating simple logos and social media post designs to support product promotion. The resulting logos were expected to provide a foundation for each business's visual identity, while the social media designs could communicate product information, prices, contact details, and promotional messages in a more structured manner.

Based on these needs, the training was designed using a guided-practice approach. The material began with logging in to Canva, recognizing the initial interface and main features, finding suitable templates, and editing colors, text, and design elements. Participants were then directed to adapt logo templates to the names and characteristics of their respective businesses. This approach enabled participants to follow the design process gradually and gain direct experience using Canva.

This community service activity aimed to train MSME actors in Tambaksari Kidul Village to use Canva to create simple logos and social media post designs. This article describes the implementation method, training stages, process achievements, benefits, constraints, and recommendations for program sustainability. The results are presented descriptively based on activity implementation and participant engagement because quantitative measurements through pre-tests and post-tests were not conducted.

2. METHOD

The training was held on August 21, 2026, in Tambaksari Kidul Village, Kembaran District, Banyumas Regency, and was attended by 14 MSME actors. Participants were recruited through coordination with the village government and voluntary participation by local MSME actors. Participants primarily used their own laptops or mobile phones, while the organizing team provided the projector and internet access required for the session. The material focused on an introduction to Canva, the login process, searching for logo templates, using editing menus, changing colors, adding text, selecting visual elements, and creating a simple logo aligned with each participant's business identity.

The activity employed participatory training conducted in five stages. The first stage was an orientation explaining the training objectives and the value of visual identity for MSME promotion. The second introduced Canva, from logging in or creating an account to recognizing the workspace. The third stage demonstrated how to search for suitable logo and social media design templates. The fourth involved guided practice in changing colors, adding business names and supporting text, selecting icons or elements, and arranging the composition. The fifth stage consisted of discussion, questions and answers, and an initial review of the designs created by participants. Comparable logo and branding programs also use staged demonstrations, guided practice, and direct review to help MSME actors complete a design [10], [14].

A process-oriented descriptive evaluation was conducted using the attendance record, facilitator field notes, and activity photographs. During each stage, facilitators observed participation in demonstrations and guided practice and noted whether participants attempted the basic workflow of logging in, selecting a template, replacing text, adjusting colors and elements, and reviewing or saving a design. The observations were summarized narratively and in Table 1; no individual score was assigned. Photographs were used only to document that the activity took place and were not treated as evidence of competency improvement. Because the evaluation did not include a pre-test, post-test,

design-assessment rubric, or post-training observation, the findings are limited to activity implementation and assisted participation during the session.

3. RESULTS AND DISCUSSION

The training was conducted according to the planned stages and attended by 14 MSME actors. It began with an explanation of the importance of visual identity in supporting digital marketing. Participants were introduced to the concept that a logo is not merely decorative but serves as an identity that helps consumers recognize a business. Social media post design was also presented as a means of communicating product information in a more attractive, consistent, and readable format.

During the demonstration stage, participants were introduced to Canva from the most basic steps: logging in, recognizing the home page, and finding templates using appropriate keywords. The trainer demonstrated how to select a logo template, replace the business name, change the font type and size, adjust colors, and add visual elements. The demonstration emphasized that a simple and recognizable logo requires product-relevant symbols and controlled use of colors and fonts [7], [9]. This basic design discipline is important because the logo may later be applied to product packaging and digital promotional media [12].

Guided practice formed the core of the activity. Participants attempted the demonstrated editing steps and adapted templates with facilitator assistance according to their respective business needs. During this process, they were encouraged to consider the readability of the business name, the suitability of icons, color combinations, and the potential use of the logo as a profile picture or in social media posts. Participants were also introduced to social media post templates so that the visual identity could be used consistently in promotional content [11], [15]. Direct template customization is useful for connecting basic Canva skills with the development of an MSME's digital brand identity [14].

The documented process indicators were participant attendance, completion of the planned training stages, and participation in demonstrations and guided practice. Attendance records showed that 14 participants were present, and implementation notes showed that all planned stages were delivered. General observations indicated that participants attempted template editing during the assisted practice. However, achievements were not recorded for each participant; consequently, the number of participants who independently completed every editing step or produced a finished design cannot be reported. These results demonstrate activity implementation and participation, not measured competency improvement.

The main strength of the activity was the direct relevance of the material to MSME promotional needs and the relative accessibility of Canva. The constraints primarily concerned differences in participants' experience using digital devices, the need for an internet connection, and limited practice time. Some participants followed the stages quickly, whereas others required repeated explanations and assistance when searching for templates or arranging design elements.

3.1 Training Implementation

The implementation began by introducing the relationship between logos, business identity, and digital marketing strategies. The trainer explained that an effective logo should be simple, readable, relevant to the type of business, and usable across different media. Participants were then guided to log in to Canva and recognize the main menu. The demonstration was delivered gradually so that participants could follow the sequence of searching for templates, choosing a design, editing text, changing colors, and adding elements.

Canva templates helped participants understand the basic structure of a logo without beginning from a blank page [3]. Nevertheless, a selected template must be customized so that the resulting visual identity does not simply duplicate another business's design [4]. The adjustments practiced during the activity included replacing the business name, selecting product-related symbols, arranging colors, and simplifying the composition; these elements are central to recognizable MSME branding [7], [9]. A well-adapted logo can subsequently be used more consistently on social media profiles, digital posters, packaging, and other promotional materials [10], [12].

During the logo design exercise, participants were directed to distinguish essential elements from supporting elements. Essential elements included a readable business name, a relevant symbol, and colors suited to the product's character. Decorative elements, additional illustrations, and visual effects were used sparingly to avoid reducing identity clarity. During guided practice, participants applied these principles by replacing template text with business names, selecting product-related symbols and colors, and simplifying selected decorative elements. These were qualitative observations made while assistance was being provided; because no design rubric or individual completion record was used, the quality of the outputs and the participants' independent mastery could not be established.

3.2 Participation and Process Achievements

According to the implementation records, 14 participants attended the activity. During the training, participants observed the demonstration, participated in guided editing exercises, and asked questions about selecting colors, text, icons, and templates appropriate to their business type. These observations document participation and the relevance of the topic to the questions raised, but they do not constitute an individual measure of learning. Direct assistance was provided to address differences in participants' familiarity with Canva.

The training introduced a gradual workflow consisting of logging in to Canva, determining the design type, selecting a template, replacing text, changing colors, adding elements, and reviewing the composition. Implementation notes indicate that participants practiced these steps with varying levels of facilitator assistance. This assisted participation shows that the workflow could be implemented during the session, but it does not demonstrate that participants could repeat the process independently after the activity. Independent performance and product quality were not assessed because no individual scoring, design rubric, or post-training monitoring was conducted.

During practice, the form of assistance was adapted to participant needs. Participants familiar with digital applications could directly modify templates, while those who experienced difficulty received repeated guidance from design searches to element arrangement. This assistance pattern allowed all participants to follow the same stages without delaying those who worked more quickly. Questions mainly concerned color selection, placement of the business name, icon use, and methods for saving designs for future use.

Table 1. Process achievements of the activity

Aspect	Target	Achievement	Evidence
Participation	14 target participants	14 participants attended the activity	Implementation records
Stages	Introduction, demonstration, practice, evaluation	All stages were completed	Activity records
Engagement	Participants attended demonstrations and practice	Participation and questions were observed; individual engagement was not scored	Facilitator notes; photographs as implementation documentation only
Initial output	Simple logos and an introduction to social media design	Editing steps were practiced; individual completion and design quality were not recorded	Facilitator notes and available participant work; no assessment rubric

Table 1 shows that the verifiable indicators focused on activity completion and participant engagement. These achievements provide an important basis for skill development but are insufficient to demonstrate quantitative improvement. In a follow-up activity, participants' initial and final designs should be assessed using a rubric covering readability, simplicity, symbol relevance, color consistency, originality, and alignment between the logo and the character of the business.

3.3 Benefits, Constraints, and Sustainability

The immediate documented benefit of the activity was the opportunity for participants to obtain initial hands-on exposure to Canva as a tool for developing visual identity. MSME actors received an overview of the process of creating a simple logo and preparing more organized social media post designs. With further practice, feedback, and monitoring, this experience has the potential to help participants handle basic promotional design tasks and reduce reliance on external parties; these longer-term benefits were not measured in the present activity.

Although Canva is easy to use, effective design still requires practice, feedback, and consistent application. Differences in digital ability, limited time, and the need to adapt each logo to the characteristics of the business must be addressed in subsequent assistance. Logos created during the first session also require further review to ensure that they are not only visually attractive but also readable and suitable for use across different sizes and media.

The activity could be developed through a design clinic that reviews each participant's work individually, as direct feedback is valuable in logo and branding assistance [10], [14]. At this stage, logos could be assessed based on readability, simplicity, symbol relevance, color consistency, and ease of application across media. Participants could also be trained to create related visual identity products, including profile images, simple labels, packaging elements, and promotional post templates [12], [13]. Post-activity monitoring should require participants to provide evidence of logo implementation on social media accounts or promotional materials so that skill development and program benefits can be documented more systematically [8], [15].

In terms of suitability for partner conditions, Canva offers the advantage of being accessible through mobile phones and computers and providing numerous ready-to-edit design options [3], [6]. However, template-based designs may resemble those of other businesses when they are not adequately customized [11]. Participants should therefore incorporate local product characteristics, select consistent color combinations, and avoid elements unrelated to the business field. Continued assistance is needed so that the resulting identity develops beyond a training exercise and is genuinely used in digital marketing communication [14].



Figure 1. Participants and the implementation team after the activity

Program sustainability can be supported through follow-up training involving more participants, design clinic sessions, and monitoring of logo implementation [8]. Participants could be asked to improve their designs based on feedback, apply the logo to profile images and promotional content, and present examples of its use [15]. Such monitoring is important for identifying design progress and ensuring that the logo becomes part of the MSMEs' digital identity rather than remaining only an output of the training session.

4. CONCLUSION

The Canva training to support digital marketing for MSMEs was conducted on August 21, 2026, in Tambaksari Kidul Village, Kembaran District, Banyumas Regency, and involved 14 participants. Attendance records and implementation notes confirm that all planned stages were delivered and that participants joined the demonstrations, guided practice, and discussion. These findings document activity implementation and initial hands-on exposure to Canva; they do not demonstrate competency improvement or independent post-training performance because individual design assessment and follow-up monitoring were not conducted. Future activities should provide longer practice sessions, assess participant designs using a clear rubric, record achievement for each indicator, and monitor the subsequent use of logos and social media designs in MSME promotional media.

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