IMPROVING TEACHERS' COMPETENCE IN DESIGNING EDUCATIONAL MARKETING POSTERS THROUGH CANVA TRAINING AT MADRASAH ALIYAH

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Abstrak

Pelatihan ini bertujuan untuk meningkatkan keterampilan guru mendesain poster pemasaran Pendidikan melalui aplikasi canva. Metode yang di gunakan adalah metode Participatory Action Research. Subjek dampingan dalam kegiatan ini sebanyak 20 orang. Hasil pengabdian menunjukkan bahwa keterampilan guru dalam mendesain poster pemasaran melalui aplikasi canva meningkat. Sebelum diadakan pelatihan 18 orang peserta belum memiliki pengetahuan dasar mendesain poster pemasaran dengan menggunakan aplikasi canva, sementara 2 orang telah mengetahui. Setelah diadakan pelatihan pengetahuan dan kemampuan guru meningkat. 15 orang mampu mendesain poster pemasaran Pendidikan sementara 5 orang masih belum mampu menggunakan aplikasi canva untuk membuat poster pemasaran pendidikan. Pelatihanan ini mampu memberikan manfaat bagi guru dan madrasah adalah membuat pemasaran Lembaga Pendidikan yang mereka Kelola lebih efisien dan menarik.

Kata kunci: *Pelatihan Guru, Desain Poster, Media Promosi Sekolah.*

Abstract

This training aims to improve teachers' skills in designing educational marketing posters using the Canva application. The method used is participatory action research. The subjects assisted in this activity were 20 people. The results of the community service show that teachers' skills in designing marketing posters using the Canva application have increased. Before the training, 18 participants lacked basic knowledge of designing marketing posters using the Canva application, while 2 people already possessed this knowledge. After the training, teachers' knowledge and skills increased. 15 people were able to design educational marketing posters, while 5 people were still unable to use the Canva application to create educational marketing posters. The benefits of this training for teachers and madrasas are to make the marketing of the Educational Institutions they manage more efficient and attractive.

Keywords: Teacher Training, Poster Design, School Promotional Media.

INTRODUCTION

Marketing educational services is one of the important things for an educational institution, so that the educational institution can be known by the wider community (Sudirman et al., 2024). Given that competition between educational institutions is increasingly attractive (Arifudin et al., 2020). Therefore,

the management of educational institutions must be more creative and innovative in the process of managing the educational institutions they manage. In addition, the marketing of educational institutions can also increase a positive image among the community (Supandi et al., 2024). There are various ways to promote or market education, one of which is through social media. The use of social media is effective in educational marketing (Anjel et al., 2022). Social media also helps to brand an educational institution among Generation Z who like to use social media (Manggopa et al., 2023).

Currently, social media is an effective means for educational promotion, one of which is through digital posters (Puspitaningrum, 2023). However, the results of the initial interview with the head of the madrasah show that promotion is still limited to print media such as brochures and banners. This shows the limitations of teachers' ability to design digital posters as a promotional medium. Applications like Canva provide convenience, time efficiency, and thousands of free templates that teachers can take advantage of (Sari et al., 2021); (Isnaini et al., 2021);(Ilmi & Dikrilah, 2025). Canva is an online design program that provides various editing tools to create various graphic designs, posters, flyers, and videos (Fahminnansih & Rahmawati, 2021).

However, the inability to utilize this platform hinders the effectiveness of digital education marketing (Manurung, 2023). This causes madrasas to be less known by the public. This resulted in a decrease in the interest of the number of students (Khorotunniswah, 2020). Therefore, madrasas need to be more creative in promoting or marketing educational institutions, managed with attractive advertisements or posters on social media (Mustafa, et al., 2022). Therefore, teachers need to have skills in designing educational marketing posters (Yandra, 2024).

This digital poster design training activity using Canva has a significant scientific contribution as a solution to the teacher competency gap in utilizing digital media for education marketing (Caesar et al., 2025). The main gap found in the field is the lack of teachers' ability to produce digital-based visual content, while social media is now the main channel in promoting educational institutions, especially in reaching the young generation, who are very visual and active in the digital world (Sari, 2025). Based on studies (Safitri, 2025) and (Kusumawati, 2023), Canva has proven to be an efficient and easy-to-use tool for educators to produce engaging promotional materials without requiring advanced design skills or high costs.

This service is important because it fills the gap between the availability of technology and the low ability of human resources to operate it, as it is also revealed (Ali., 2024) that the main obstacle for teachers in digitizing promotional content is the limitation of relevant and practical training. It is different from other services that only focus on basic training in graphic design in general, such as in

service by Wahidasiana (2024). In contrast to other services that are theoretical or non-contextual (Aulia et al., 2025), the novelty of this activity lies in the integration between practical digital technology, pedagogical approaches based on the needs of adults, and orientation to solving real problems in the Education unit. The combination of these three strengthens the effectiveness of this activity as an innovative training model that can be replicated in other madrasas, especially in supporting educational branding strategies that are adaptive to the development of the times.

Thus, this activity not only provides practical and applicative solutions at the level of educational units, but also enriches community service literature with an approach based on real needs, contextual, and has a direct impact on the image of the institution. Without this kind of intervention, madrassas risk falling behind in publication competition and experiencing stagnation in the number of students due to their weak presence in the digital space. The purpose of this service activity is to improve teachers' competence in designing digital-based marketing posters through Canva application training activities.

MATERIALS AND METHODS

The method used is PAR or Participatory Action Research (Chevalier, 2019). The activity will be held on March 9, 2024. The subjects assisted in this service activity amounted to 20 teachers. The first step is planning. At this stage, researchers and teachers jointly identify the problem, namely the lack of teachers' ability to make digital poster designs as a promotional medium. Planned activities include training on the use of the Canva app, promotional design discussions, and digital poster creation. The second step is the action or implementation of training on the use of the Canva application in a participatory manner. Teachers fill out the pretest to find out the initial understanding of designing posters with the Canva application, then the teachers listen to the presentation of the material, discussions, and questions and answers, then the teachers practice directly designing posters by choosing templates, arranging design elements, and adjusting, accompanied by resource persons.

The third step is Observation. During the activity, the researcher observes and records the teacher's involvement, the difficulties faced, and the change in ability to use Canva. Documentation in the form of photos, field notes, and design results was collected. Step four: Reflection, the teacher and the service team evaluated the results of the activity: how effective the training was, improved skills, and the quality of the posters produced. This reflection is used to determine the improvement or development of further activities. The chart of the PAR steps is explained in Figure 1.
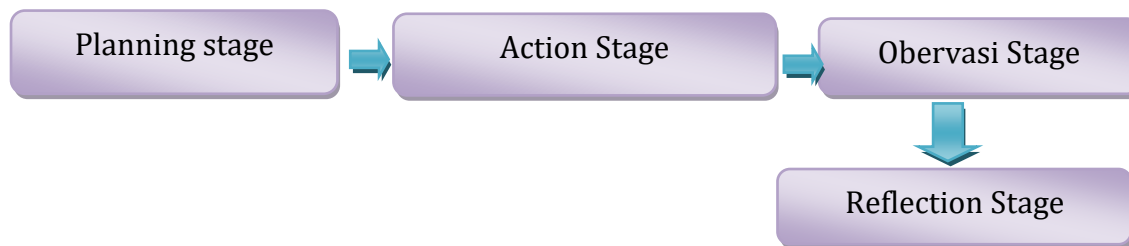
Figure 1. Flow of Service Activities

RESULTS AND DISCUSSION

The result of this service activity is that teachers have been able to use the Canva application to design educational marketing posters. Of the 20 participants who participated in the training, 15 people were able to design posters with the Canva application, while 5 people were still not proficient in designing posters using the Canva application. 5 people who were not proficient in designing posters. Of the 5 people who are not proficient because they are not used to using laptops or computers. Then the 5th age is over 50 years old. Of the five people who are not proficient in design, the most difficult part is when editing the writing, adding photos or images, and downloading the posters that have been done.

The training activity on making marketing poster designs for educational services at MA Darussalam Kapuas was carried out for one day, namely on March 9, 2024. It began by distributing pre-tests to the trainees to find out their initial knowledge related to designing marketing posters with the Canva application. It turns out that the results show that 18 people do not know the basic knowledge of the Canva application, let alone to design a marketing poster. While 2 people already know the Canva application and have used it but have never designed a marketing poster. Furthermore, the activity continued with the delivery of material by resource persons about the importance of education marketing so that educational institutions that are known are better known by the public.

Educational marketing can be done through print media or electronic media. Print media can be brochures, banners, etc. Meanwhile, marketing with electronic media can use social media such as Facebook, Instagram, TikTok, YouTube or websites. When doing marketing using electronic media, there are several applications that can be used such as capcut to edit videos and photos, there is Canva that can be used to design posters, banners, banners, etc. The resource person also said that there are 5 things that need to be considered in making posters. Namely the theme that is raised, there is a description or brief explanation related to the theme of the image or photo used must be in accordance with the theme, there is information related to the time or place of the activity, the suitability of the color of the writing or beauty. The resource person is explaining the adjustment of the template with the design to be used according to Figure 2.

Figure 2. Resource Person Explains Design Submission with Available Templates

Furthermore, the presenter conveyed how to use the Canva application, starting from logging in to the Canva application using email and then looking for a template to make a free marketing poster. The presenter gave an example of directly designing a poster and downloading the poster.

The second method of service is the discussion method. In this method, all participants were allowed to ask questions and discuss posters as a tool in marketing education. On this occasion, the trainees looked enthusiastic. After the discussion, the training participants, accompanied by resource persons, practiced directly designing marketing posters for educational services. The resource person will accompany the participants one by one, starting from choosing the appropriate template, then editing the writing, editing the colors, adding photos or images, determining the size to be used, to downloading the results of the poster that has been done. Then participants are also accompanied to look up the projects they have worked on and saved in the Canva application. The participants' work is described in Figure 3.

Figure 3. Poster Design Documentation

After the activity is completed, the team conducts a post-test of the final ability. The results showed that the participants' knowledge and abilities had improved. In addition, the team also evaluated the implementation by distributing questionnaires to 20 participants in the training activity through Google Forms. There are 2 things that are evaluated by the team carrying out service activities, namely the first related to training materials and the second is about resource persons. In the material section, there are three statement items, namely, training materials in accordance with the needs of participants, training materials can be accepted and applied easily, and training materials are delivered in a clear order and system. For the Resource Person, there are three statement items, namely the Resource Person masters the material submitted, the Resource Person provides the opportunity to ask questions, and the Resource Person presents the material clearly and sequentially. The results of the evaluation show that.

In the statement item of the training material, according to the needs of the participants, 16 people gave a very agreeable answer, or 80% of the total participants, and 4 people gave an answer that agreed that the training material was following the needs, as seen in Figure 4.

Figure 4. Training Material Statement Item Chart According to Participant Needs

In the statement item Training materials can be accepted and applied easily, 16 people gave very agreeable answers, or 80% of the total participants, and 4 people gave answers that the training materials can be accepted and applied easily, as seen in Figure 5.

Figure 5. Training Material Statement: Items are Acceptable and Easily Applied

In the statement item of the training material was delivered in a clear order

and systematics, 17 people gave very agreeable answers or 85% of the total participants, and 3 people gave answers that the training materials were delivered in a clear order and systematics, as seen in figure 6.

Materi pelatihan disampaikan dengan urut dan sistematikanya jelas
20 jawaban

- Sangat Setuju
- Setuju
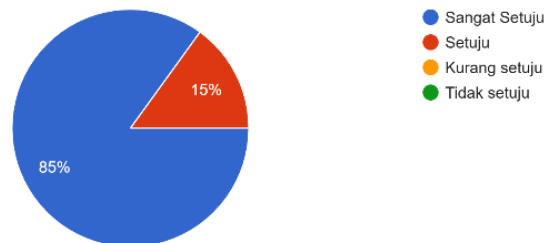- Kurang setuju
- Tidak setuju

Figure 6. Training Material Statement: Items Delivered in a Clear Sequence and Systematically

In the item of the statement of the resource person mastering the material presented, 15 people gave a very agreeable answer or 75% of the total participants, and 5 people gave an answer that agreed that the resource person mastered the material presented, as seen in Figure 7.

Narasumber menguasai materi yang disampaikan
20 jawaban

- Sangat Setuju
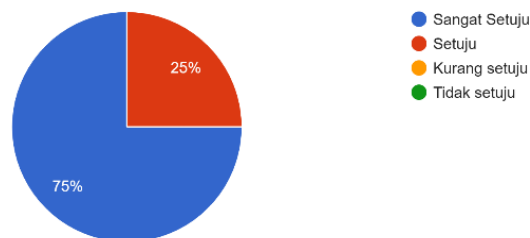- Setuju
- Kurang setuju
- Tidak setuju

Figure 7. The Item of the Speaker's Statement Masters the Material Delivered

In the item of the speaker's statement giving a question and answer opportunity, 17 people gave very agreeable answers or 85% of the total participants, and 3 people gave agreeable answers that the speakers provided a question and answer opportunity, as seen in Figure 8.

Narasumber memberikan kesempatan tanya-jawab
20 jawaban

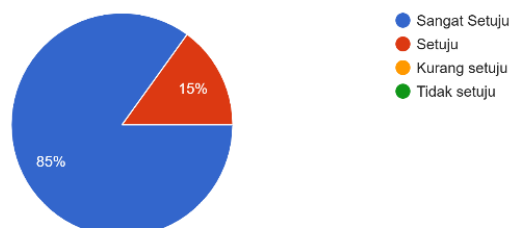- Sangat Setuju
- Setuju
- Kurang setuju
- Tidak setuju

Figure 8. Resource Person Statement Item: Provides Opportunity for Question and

Answer

In the item of the statement of the resource person providing the material clearly and sequentially, 14 people gave very agreeable answers or 70% of the total participants, and 6 people gave agreed that the resource person presented the material clearly and sequentially, as seen in Figure 9.

Narasumber menyajikan materinya dengan jelas dan berurutan
20 jawaban

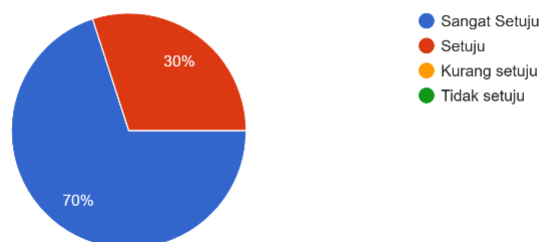- Sangat Setuju
- Setuju
- Kurang setuju
- Tidak setuju

Figure 9. Resource Person Statement Items: Provide Material Clearly and Sequentially

The activity was closed with a group photo between the service team and the participants depicted in Figure 10.

Figure 10. Group Photo with Participants

The results of the training showed that out of the 20 participating teachers, 15 (75%) were able to use Canva to design educational marketing posters, while the other 5 people (25%) were not proficient, mainly due to limited experience using technology devices (laptops/computers) and those over 50 years old. According to Rogers (2003), the innovation adoption process consists of five categories of user adoption, namely: innovators, early adopters, early majority, late majority, and laggards (Rogers, 2003). In this context, the 15 teachers who have successfully mastered Canva can be categorized as early adopters or early majority who can accept and implement new technological innovations. The other 5 teachers are included in the category of late majority or laggards, who are slower to adopt innovation due to age barriers and technical limitations.

Innovation in the form of using Canva has not been fully adopted by all teachers, showing the need for a more personalized and tiered diffusion strategy, so that innovation is accepted comprehensively in the madrasah environment. Knowles emphasizes that adult learning should: Be relevant to real life, experiential, problem-solving-oriented and value learning autonomy (Knowles, 1984). In this training, the andragogy approach was applied to most of the participants, as evidenced by the success of 75% of teachers mastering Canva. However, in the age group over 50 years old, cognitive and technical challenges arise. This shows that the approach to andragogy needs to be adjusted in a more personalized way. Therefore, the madrasah must often carry out activities to improve teacher competence. Teachers' abilities and competencies can be improved by participating in training activities (Hikmah et al., 2022).

The results of the evaluation conducted by the service team showed that in the statement item of the training material in accordance with the needs of the participants, 16 people gave very agreeable answers and 4 people gave answers that agreed that the training material was in accordance with the needs. The need at MA Darussalam is that so far the madrasah in marketing the education they manage is still very simple. With this training, teachers can take advantage of the Canva application to design attractive posters for educational marketing.

This can potentially make the field of education marketing effective (Ilmi, 2025). Educational promotion or marketing activities carried out on social media using photos or posters edited through the Canva application are more attractive to readers (Zulhandayani et al., 2022). Because interesting advertising and marketing activities are an important point (Wijayanti et al., 2022). By promoting superior activities in madrasas, it will help foster a positive image of madrasas (Safari & Hikmah, 2025). No matter how good the activities and services in an educational institution are, there will be no benefits if they are not known by the wider community (Junaris & Haryanti, 2022). Therefore, the use of the Canva application in designing posters is expected to help the madrasah to promote the madrasah that is managed.

On the statement item The training materials can be accepted and applied easily, 16 people gave very agreeable answers and 4 people gave answers that the training materials can be accepted and applied easily. This is because in the service activities, the team also provides direct practical assistance using Canva. In training-based activities, it is necessary to have direct practice, so that the trainees can implement the knowledge gained and get assistance. Hikmah, et al. (2023) stated that it is important to practice and mentor trainees so that the knowledge absorbed can be 100% (Hikmah & Sulistyowati, 2023). Without hands-on practice, it will be difficult to know the extent of the success of the training activities. Even so, trainees must often use the Canva application so that the knowledge gained is not easily lost.

In the statement item of the training material was delivered in a clear order and systematics, 17 people gave very agreeable answers and 3 people gave agreeable answers that the training materials were delivered in a clear order and systematics. During the mentoring activity, the resource person conveyed material ranging from choosing the appropriate template, then editing the writing, editing the colors, adding photos or images, determining the size to be used, to downloading the results of the poster that has been done. In this context, it is important to ensure that the poster that has been designed includes relevant elements, such as text, images, logos, and other graphic elements (Resmini et al., 2021).

Many things can be used in the Canva application, such as making flyers, interactive media, interactive PowerPoint presentations, and interesting teaching materials (Harahap et al., 2022). In the learning process in the classroom, teachers need to design interactive PowerPoint or presentation materials in an interesting way. With the Canva application, teachers can create even more interesting presentation media to use in the learning process (Fahrudin & Pamungkas, 2022). The more qualified teachers or human resources in madrasas, the better quality educational services will be produced (Suryani & Rindaningsih, 2023). Therefore, it is hoped that after this training activity, the madrasah will hold further training so that teachers can better explore the use of the Canva application.

CONCLUSIONS AND SUGGESTIONS

Digital poster design training using Canva at MA Darussalam Catur has a real positive impact on increasing the capacity of teachers in producing institutional promotional media. Before the training, most teachers (90%) did not have a basic knowledge of designing posters using Canva. But after the training, 75% of the participants managed to master the basic skills in designing educational marketing posters. This shows that the training not only improves teachers' digital competence but also opens up opportunities for madrassas to strengthen the image and branding of the institution through more attractive and professional visual media. Improving teachers' ability to design posters directly supports madrasah branding strategies in the digital era, because good visual content on social media is able to attract public attention and increase public trust in institutions. This is an important first step in building a consistent visual identity of the madrasah.

As a follow-up, it is recommended that madrassas not only conduct advanced training, but also integrate the use of Canva into the development of teaching media and regular promotions. This strategy can be realized through: Creating an in-house creative team consisting of trained teachers to produce visual content on a regular basis. Integration of design skills in learning supervision, especially in the preparation of digital teaching materials. And the application of

design standards to maintain the consistency of the visual identity of madrasah on various platforms. With this strategic step, madrasas can strengthen their positioning in the eyes of the community as a modern, creative, and adaptive institution to technological developments.

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