



## Economic Empowerment of Remote MTs Students Through Canva Design Workshops and Creative Marketing Media Creation

Annisa Tri Ananda Dewi <sup>1</sup>, Muthi'ah Rahman <sup>1</sup>, Akmal Mundiri <sup>1</sup>

<sup>1</sup> Nurul Jadid University, Indonesia

Correspondence: [akumutia03@gmail.com](mailto:akumutia03@gmail.com)

**Abstract** : This community service activity aims to improve digital literacy and simple graphic design skills through a Canva Workshop for ninth-grade students of MTs Nurur Rahmah, while simultaneously developing participants' abilities in creating creative marketing media based on local economic potential. The activity was implemented using a Service Learning approach that integrates academic learning with community empowerment practices through four stages: preparation, service, reflection, and celebration. Data collection was carried out through observation, interviews, documentation, and pre-and post-tests, then analyzed descriptively qualitatively and supported by simple descriptive quantitative analysis to see changes in participant abilities. The results of the activity showed an increase in digital literacy skills, mastery of Canva features, creativity in producing digital promotional media, and increased self-confidence of participants after participating in the training. This workshop also produced a training module that can be used as a continuous learning medium in schools. The implications of the activity show that the practice-based Service Learning approach is effectively applied to improve students' digital competence while supporting the development of the community's creative economy through the use of simple, applicable, and sustainable graphic design technology.

**Keywords** : Canva; Digital Literacy; Graphic Design; Service Learning.

| Article History | Received     | Revised       | Accepted      |
|-----------------|--------------|---------------|---------------|
|                 | October 2024 | November 2024 | December 2024 |

**How to Cite (APA Style)** : Dewi, Rahman, Mundiri. (2024). Economic Empowerment of Remote MTs Students Through Canva Design Workshops and Creative Marketing Media Creation. *Gemeinschaft: Journal of Social and Community Engagement*, 2(2), 70-83.

**DOI** : <https://doi.org/10.71392/gjsce.v2i2.139>

Copyright © 2024 Gemeinschaft: Journal of Social and Community Engagement, All Rights Reserved



## INTRODUCTION

The development of digital technology has transformed nearly every aspect of society, including education, communication, economics, and entrepreneurship. This transformation requires every individual to possess digital literacy to adapt to social changes and an increasingly technology-driven workplace (Annapurna & Satyanarayana, 2019; Johnson et al, 2020; Zhao, 2021). Digital literacy is no longer defined simply as the ability to operate digital devices, but also encompasses the skills to utilize technology creatively, productively, and responsibly to meet various life needs. Various reports indicate that the use of digital media has become a primary means of conveying information, promoting products, and developing community-based creative businesses. This condition makes mastery of digital technology one of the 21st-century competencies that students must possess from elementary and secondary education levels (Adzimah, 2024; Ayanwale et al., 2022; Kumar et al., 2023; Moscoviz & Evans, 2022). Therefore, efforts to improve digital literacy through educational activities are crucial to preparing the younger generation to contribute to community development while facing the challenges of the rapidly evolving digital economy.

Despite the rapid development of digital transformation, equitable access to technology and digital literacy skills in Indonesia still face various obstacles, particularly in educational institutions in rural areas. Limited technological devices, internet access, and minimal training prevent many students from optimally experiencing digital learning. Consequently, the digital competency gap between students in urban and rural areas remains quite large (Li et al., 2019; Lucas et al., 2022; Wicaksono & Prasetyo, 2023). These conditions not only impact the quality of learning but also limit students' opportunities to develop creativity, visual communication skills, and technology-based entrepreneurial abilities. Yet, developments in education and the workplace increasingly require human resources capable of utilizing digital technology productively. Therefore, empowerment programs are needed that can expand access to practical digital learning so that students in remote areas have equal opportunities to develop skills relevant to future needs.

This phenomenon was also found among ninth-grade students at MTs Nurur Rahmah in Tigasan Wetan Village, Leces District. Based on initial observations, most participants had never used digital design applications, including Canva, so the process of creating information media and school assignments was still done manually. These limitations were influenced by the lack of technological facilities, the unavailability of digital design learning, and the low intensity of digital literacy training in the school environment. On the other hand, the surrounding community has various local economic potentials, such as agricultural products, snacks, and household crafts that are still marketed conventionally without the support of digital promotional media. This condition indicates an opportunity to connect the improvement of students' digital skills with the community's product promotion needs. Thus, simple graphic design training not only has the potential to improve

students' digital competence but also provides social benefits by strengthening the promotion of the creative economy based on local potential.

Various studies have shown that using Canva effectively improves students' digital literacy, creativity, and visual communication skills. Canva is widely used as a learning tool because it offers a variety of easy-to-use templates, making it suitable for beginners (Jamaludin & Sedek, 2023; Wuryanto, 2024). Several community service activities also reported that Canva training improved participants' ability to independently create posters, infographics, presentations, pamphlets, and digital learning media (Nurmalisa et al., 2023; Wardana et al., 2022; Wulandari & Sitepu, 2024). In addition to improving technical skills, using Canva has been shown to boost students' confidence in producing more engaging and communicative visual works. These results demonstrate that Canva has great potential as a practice-based learning medium (learning by doing) that supports the development of 21st-century competencies (Mthanti & Msiza, 2023; Yunifa & Sriyeni, 2022). However, most research still focuses on general graphic design skills development and has not integrated these skills with community empowerment through the promotion of local economic potential.

Literature mapping using VOSviewer shows that the keywords Canva, digital literacy, graphic design, training, and digital marketing have a strong relationship in various previous publications (Musyarofah & Zahro, 2024; Bashirzadeh & Faure, 2022). However, the link between Canva training and the development of marketing media based on local economic potential is still relatively limited, particularly in the context of madrasas in rural areas. Most research has also been conducted at the high school and university levels, with more adequate technological facilities. Consequently, there are few studies examining the effectiveness of Canva training for madrasa students with limited access to technology, while also focusing on supporting the economic empowerment of the surrounding community. This gap highlights the need for a mentoring model that not only improves digital design skills but also connects training outcomes to real community needs, thus generating broader social impact.

Based on these conditions, the main problems faced by the community are low digital literacy among madrasah students, limited ability to create digital promotional media, and the suboptimal utilization of local economic potential through graphic design technology. These problems indicate that students do not yet have practical skills that can be used to support learning needs and creative economic activities in the surrounding environment. Furthermore, there is no available mentoring program that integrates digital design training with sustainable community empowerment. These conditions underlie the need for community service activities that can address community needs through an applicable and participatory approach. Therefore, this activity focused on examining the Canva Workshop implementation process, changes in participant skills before and after the training, and the potential sustainability of digital design skills in supporting the promotion of local products in the surrounding community.

To address these challenges, this community service activity was implemented through a Canva Workshop using a Service Learning approach that integrates learning, hands-on practice, and community empowerment. This approach was chosen because it provides participants with the opportunity to learn through real-world experiences with intensive mentoring, making the acquired skills easier to apply. The activity focused on ninth-grade students of MTs Nurur Rahmah as the primary target, with the material being creating simple Canva-based digital promotional media that leverages local economic potential. This activity is expected to increase digital literacy, creativity, and graphic design skills, as well as raise students' awareness of the use of technology to support the development of the community's creative economy. Thus, this community service not only contributes to improving student competency but also supports strengthening community capacity in facing digital transformation in a more inclusive and sustainable manner.

## METHOD

This community service activity uses the Service Learning (SL) approach, which is an approach that integrates academic learning with community service activities through a participatory empowerment process (Danford, 2023; Silverman & Patterson, 2021). This approach was chosen because it connects theoretical mastery with real-world practice, enabling participants to gain not only knowledge but also hands-on experience in applying the skills learned (learning by doing). In the context of this activity, Service Learning is considered relevant for improving digital literacy and simple graphic design skills among students at MTs Nurur Rahmah through a Canva Workshop that is implemented in stages and collaboratively. The implementation of the activity refers to the four main stages of Service Learning: preparation, service, reflection, and celebration. The preparation stage includes identifying needs, initial observations, coordinating with the school, developing training modules, and conducting a pre-test to determine the participants' initial abilities. The service stage is realized through a practice-based workshop on creating posters, brochures, logos, and digital marketing media using the Canva application. Furthermore, the reflection stage is carried out through discussions, evaluation of learning outcomes, and a post-test to identify changes in participant abilities. While the celebration stage is carried out through presentations of work results, giving appreciation to participants, and preparing recommendations as an effort to sustain the program.

The community service activity was carried out at MTs Nurur Rahmah, Tigasan Wetan Village, Leces District, Probolinggo Regency, with the main target being ninth grade female students. The location was chosen based on initial observations that showed that most students did not have experience using digital design applications, especially Canva, and that there were still limited facilities and learning activities that supported the development of digital literacy in the school environment. On the other hand, the surrounding community has various local economic potentials, such as agricultural

products, processed foods, and household businesses that have not been optimally supported by digital promotional media. These conditions make the community service location have both needs and potential that are in line with the activity's objectives, namely improving simple graphic design skills as a means of visual communication and promotion of local products. Data collection was carried out using several techniques, namely participatory observation during the workshop to observe the involvement and abilities of participants, interviews with accompanying teachers and participants to obtain information about the experience and benefits of the activity, documentation in the form of photos, videos, and participants' design work as evidence of program implementation, as well as pre-tests and post-tests to measure changes in participants' abilities before and after participating in the training.

The data obtained were analyzed using qualitative descriptive analysis combined with simple quantitative descriptive analysis of the pre-test and post-test results. The analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions to describe the process of activity implementation, changes in participant abilities, and the impact of the program on improving digital literacy and student creativity. Meanwhile, the pre-test and post-test results were analyzed using percentages and score comparisons to see the improvement in participant abilities after participating in the Canva Workshop. Data validity was maintained through technical triangulation and source triangulation, namely by comparing the results of observations, interviews, documentation, and participant evaluation results so that the information obtained had a higher level of consistency and credibility. In addition, the findings were also confirmed with the accompanying teacher as a form of member checking to ensure that the data obtained corresponded to the actual conditions during the implementation of the community service activities. With these procedures, the results of the activities are expected to provide an objective picture of the effectiveness of the implementation of the Service Learning approach in improving digital literacy and simple graphic design skills in MTs Nurur Rahmah students.

## RESULT AND DISCUSSION

### Result

The implementation of the community service activity began with the Preparation stage, which aimed to identify the needs of participants and develop learning tools appropriate to field conditions. This stage was carried out through initial observations, coordination with the school, preparation of training modules, and implementation of a pre-test to determine the participants' initial abilities related to digital literacy and the use of the Canva application. The observation results showed that most of the ninth grade female students at MTs Nurur Rahmah had never used graphic design applications, so their ability to create digital visual media was still very limited. Based on these findings, the community service team developed the "Canva for Starters: From Zero to Ready to Sell" module as a

practical guide tailored to the characteristics of the participants. Next, a pre-test was conducted as a basis for comparing the improvement in participants' abilities after participating in the training.



**Figure 1. Initial Observation of Community Service Activities**

Figure 1 shows the initial observation and coordination process with the school before the activity was implemented. This stage served as the basis for developing training materials tailored to the participants' needs. Observations indicated that participants' limited experience using digital technology was the primary reason for the need for practice-based mentoring. Therefore, all workshop materials were designed to be simple, systematic, and applicable to ensure they were easily understood by participants still at a basic digital literacy level.

The Service phase is implemented through a hands-on, hands-on Canva Workshop (learning by doing). The activity is divided into several sessions: an introduction to the Canva application, the use of basic features, and practical work on creating posters, brochures, logos, and digital promotional media based on local economic potential. Throughout the learning process, students act as facilitators, providing individual and group support so that each participant has the opportunity to learn according to their individual abilities. This approach encourages participants to be more active in exploring Canva's various features.while building the courage to produce work independently.



**Figure 2. Implementation of the Canva Workshop**

Figure 2 shows the workshop atmosphere as participants practiced using Canva. The learning process took place interactively, with intensive support from the community service team, allowing participants not only to receive the material but also to directly apply it in digital designs. This approach has been shown to increase participant engagement during the learning process and encourage creativity in creating engaging promotional materials.

The Reflection phase involved evaluative discussions and a post-test to determine the effectiveness of the training. Evaluation results indicated an improvement in participants' understanding of Canva's features, designing layouts, selecting color combinations, using appropriate typography, and producing simple digital promotional materials. Compared to their initial pre-test performance, participants demonstrated significant improvement in both knowledge and practical skills. In addition to improved technical skills, participants also demonstrated a change in attitude, including increased confidence in utilizing digital technology as a learning and promotional tool.

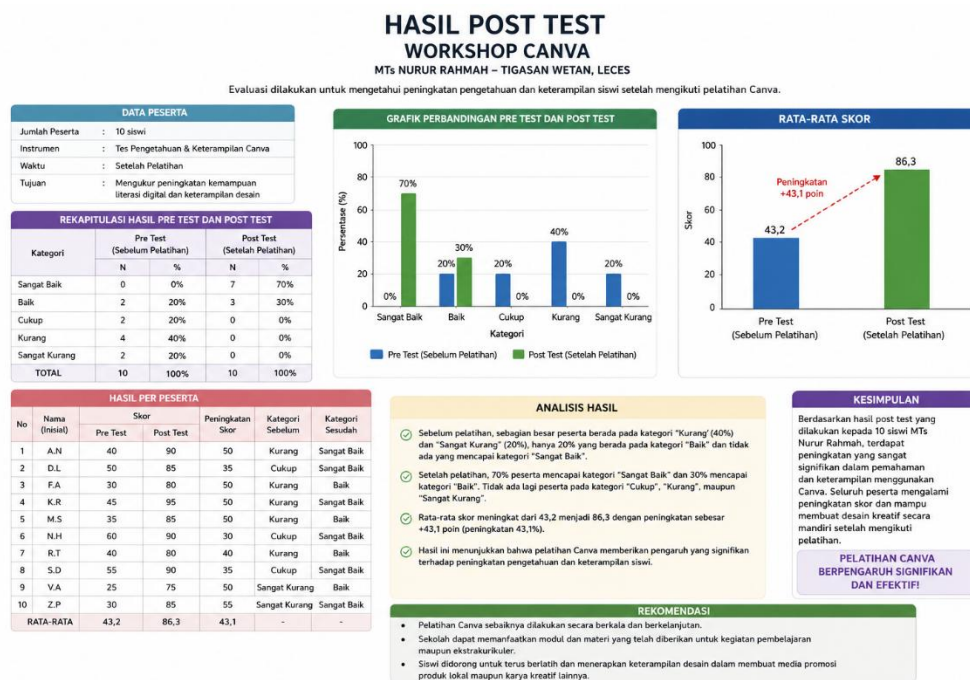


Figure 3. Comparison of Pre-test and Post-test Results

Figure 3 shows a comparison of participants' pre-test and post-test scores after attending the Canva Workshop. The graph demonstrates an improvement in participants' skills across nearly all assessment indicators, from basic understanding of Canva usage to the ability to independently produce digital designs. These findings indicate that the Service Learning approach implemented was able to improve participants' digital literacy through a practical and participatory learning experience.

The final stage is the Celebration, which aims to recognize participants' learning outcomes and ensure the program's sustainability. This stage includes presentations of the best work, awards for the most creative designs, and the handover of training modules to schools for further learning. Sustainability is a crucial part of the Service Learning approach, as the service activities don't end with the workshops; they also leave behind learning resources that teachers and students can utilize in subsequent activities



**Figure 4. Module Submission and Group Photo**

Figure 4 shows the handover of the training modules to the school, which concluded with a joint documentation session with all participants and the community service team. The module handover demonstrates the program's commitment to sustainability, ensuring that the training materials can continue to be utilized after the activity concludes. The joint documentation also reflects the strong collaboration between universities, schools, and students in supporting digital literacy development in the madrasah environment.

The implementation results showed that the Service Learning approach increased participant engagement through a hands-on, experiential learning process. Participants not only gained an understanding of Canva's use but also applied these skills to create digital promotional materials relevant to local economic potential. These findings reinforce the notion that practice-based learning is more effective in improving digital literacy than approaches solely focused on delivering theory.

Improved pre- and post-test results indicate that the Canva Workshop had a positive impact on students' mastery of simple graphic design skills. In addition to cognitive aspects, changes were also seen in increased creativity, visual communication skills, and participants' confidence in utilizing digital technology. This finding aligns with previous studies that have shown Canva to be an effective learning tool for improving students'

digital competencies. However, this activity offers a distinct advantage by integrating graphic design training with the development of marketing media based on local economic potential.

Overall, the community service activity successfully achieved its stated objectives, namely improving digital literacy and simple graphic design skills among students at MTs Nurur Rahmah. Through the Service Learning approach, participants gained an applicable, collaborative learning experience that was oriented towards solving real-world problems in their environment. The skills acquired not only support the learning process at school but also have the potential to be utilized in promoting local products, thereby providing added value to the development of the creative economy in the surrounding community. This mentoring model has the potential to be replicated in other schools with similar characteristics as a digital literacy-based community empowerment strategy.

## Discussion

The results of the Canva Workshop demonstrated that the Service Learning approach was able to improve digital literacy and simple graphic design skills in MTs Nurur Rahmah students. This improvement was evident in changes in participants' abilities based on pre-test and post-test results, as well as in their ability to independently produce various visual media such as posters, brochures, logos, and digital promotional content. Furthermore, there was a change in participants' attitudes, from initially feeling less confident in using digital technology to becoming more active and daring in exploring Canva's various features. These results demonstrate that the experiential learning process (learning by doing) provides opportunities for participants to acquire knowledge and develop skills through real-world practice. These findings demonstrate that participatory learning not only improves cognitive aspects but also develops students' psychomotor and affective skills in utilizing digital technology as a learning medium and visual communication tool.

These findings are in line with various previous studies which state that Canva is an effective learning medium in improving students' creativity, digital literacy, and visual communication skills (Nursita & Purwanto, 2022; Slota et al., 2018; Yunifa & Sriyeni, 2022). Several studies have reported that using Canva can improve participants' skills in creating posters, infographics, presentation media, and various forms of digital learning media because the application has a simple interface that is easy for novice users to understand (Medhi Thies, 2015; Chotimah et al., 2024; Yanti, 2023). Similarly, research on the implementation of Service Learning shows that this approach can increase student engagement through more meaningful learning experiences because participants play an active role in solving real-world problems in their environment. The results of this

community service activity strengthen these findings by showing that the combination of the Service Learning approach and the use of Canva can create a more interactive, collaborative, and contextual learning process so that participants not only understand graphic design concepts but are also able to apply them directly to produce useful work.

However, this community service activity differs from most previous research. Previous studies generally utilized Canva as a learning tool to enhance creativity or support classroom learning (Alam, 2023; Gumartifa et al., 2023, Wang et al., 2022), while this activity develops Canva as a means of community empowerment through the creation of creative marketing media based on local economic potential. Participants are not only taught how to use Canva's features but are also directed to produce promotional media that can be used to introduce local products to the local community, such as agricultural products, processed foods, and home businesses. Thus, the training goes beyond improving technical skills, but also builds participants' understanding of the relationship between visual design, marketing communications, and creative economic development. This difference demonstrates that the application of Canva in community service activities has a broader scope of use than simply as a digital learning medium.

Theoretically, the results of this activity reinforce the concept of Service Learning, which emphasizes the integration of academic learning and community service through real-world experiences. Participatory learning has been shown to increase the effectiveness of knowledge transfer because participants are directly involved in every stage of the activity, from identifying problems and learning how to use technology to producing products with real benefits. (Hidayatullah et al., 2023; Rohman, 2024; Sembiring et al., 2024). Furthermore, the results of the activity also support constructivism theory, which explains that knowledge will be more easily understood if participants construct their own understanding through direct learning experiences. In the context of digital literacy, this activity demonstrates that the ability to utilize technology is not only determined by the availability of devices, but also influenced by learning methods that provide space for participants to try, practice, discuss, and reflect on their learning experiences.

In practical terms, this community service activity provides significant benefits for both the school and the surrounding community. For students, the Canva Workshop successfully improved simple graphic design skills, creativity, self-confidence, and readiness for digital technology developments. For the school, the training modules provided to teachers can be used as learning resources to support technology-based learning in subsequent years. Meanwhile, for the surrounding community, the skills acquired by participants have the potential to be used to help create promotional media for local

products, thereby increasing marketing appeal and supporting the development of a village-based creative economy. Thus, the impact of the activity is not only felt during the workshop but also has the opportunity to develop sustainably through collaboration between the school, the community, and universities.

The primary contribution of this community service activity lies in the development of a digital literacy mentoring model that integrates the Service Learning approach, Canva training, and empowerment of local economic potential in a series of interrelated activities. This model provides a new perspective that simple graphic design training is not only oriented towards improving technological skills, but can also be directed towards building community capacity in supporting a creative economy based on local potential. In addition to producing improved participant skills as demonstrated through pre- and post-test results, this activity also produced a training module that can be replicated in other schools or madrasas with similar characteristics. Therefore, this community service activity provides a conceptual contribution in the form of strengthening the implementation of Service Learning in developing digital literacy and a practical contribution in the form of a technology-based community empowerment model that is adaptive, easy to implement, and has the potential to support human resource development in rural areas.

## CONCLUSION

Community service activities through the Canva Workshop with a Service Learning approach have been proven to improve digital literacy, simple graphic design skills, creativity, and self-confidence of ninth-grade students at MTs Nurur Rahmah in utilizing digital technology as a medium for visual communication and product promotion. This improvement was demonstrated through pre- and post-test results, active participant participation during the training, and the participants' ability to produce digital marketing media that leverage local economic potential. These findings indicate that practice-based learning (learning by doing) is not only effective in improving students' digital competence but also has a social impact in the form of strengthening community capacity in supporting the development of the creative economy. Therefore, similar activities are recommended to be implemented sustainably in madrasas and other schools by involving teachers, village governments, and MSMEs so that the skills acquired can be utilized more widely. In addition, schools need to integrate digital design training into learning or extracurricular activities as an effort to strengthen digital literacy. Further research or community service is recommended to involve a larger number of participants, measure the long-term impact on the utilization of digital skills, and develop training that is integrated with digital marketing, entrepreneurship, and mentoring for technology-based MSMEs.

## BIBLIOGRAPHY

- Adzimah, M. (2024). Experiential marketing strategy in the boarding school education ecosystem as an effort to increase the loyalty of student guardians at Islamic boarding schools. *Educazione: Journal of Education and Learning*, 1(2), 78-86.
- Alam, A. (2023, April). Media multitasking with M-learning technology in real-time classroom learning: Analysing the dynamics in formal educational settings for the future of E-learning in India. In *2023 2nd International Conference on Smart Technologies and Systems for Next Generation Computing (ICSTSN)* (pp. 1-6). IEEE.
- Annapurna, Guruprasad, A., & Satyanarayana Murty, Y. (2019). Technology-Driven Workplace Transformation. In *Transforming organizations through flexible systems management* (pp. 163-175). Singapore: Springer Singapore.
- Ayanwale, M. A., Sanusi, I. T., Adelana, O. P., Aruleba, K. D., & Oyelere, S. S. (2022). Teachers' readiness and intention to teach artificial intelligence in schools. *Computers and Education: Artificial Intelligence*, 3, 100099.
- Bashirzadeh, Y., Mai, R., & Faure, C. (2022). How rich is too rich? Visual design elements in digital marketing communications. *International journal of research in marketing*, 39(1), 58-76.
- Chotimah, N., Rahman, S., Abd, N. H., & ... (2024). Perancangan strategi industri kreatif tenun ikat Sikka yang berkelanjutan dengan analisis triple layer business model canvas di Sentra Jata Kapa. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*. <https://dinastischolars.org/journals/IMPIS/articles/3213>
- Danford, C. A. (2023). Understanding the evidence: Qualitative research designs. *Urologic Nursing*, 43(1), 41-46. <https://doi.org/10.7257/2168-4626.2023.43.1.41>
- Gumartifa, A., Syahri, I., Siroj, R. A., Nurrahmi, M., & Yusof, N. (2023). Perception of Teachers Regarding Problem-Based Learning and Traditional Method in the Classroom Learning Innovation Proces. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 151-166.
- Hidayatullah, A., Artharina, F. P., & ... (2023). Penggunaan aplikasi Canva pada pembelajaran di sekolah dasar. *Jurnal Educatio*, 9(2). <https://doi.org/10.31949/educatio.v9i2.4823>
- Jamaludin, N. F., & Sedek, S. F. (2023). Canva as a digital tool for effective student learning experience. *Journal of Advanced Research in Computing and Applications*, 33(1), 22-33.
- Johnson, A., Dey, S., Nguyen, H., Groth, M., Joyce, S., Tan, L., ... & Harvey, S. B. (2020). A review and agenda for examining how technology-driven changes at work will impact workplace mental health and employee well-being. *Australian journal of management*, 45(3), 402-424.
- Kumar, P., Sahani, J., Rawat, N., Debele, S., Tiwari, A., Emygdio, A. P. M., ... & Pfautsch, S. (2023). Using empirical science education in schools to improve climate change literacy. *Renewable and Sustainable Energy Reviews*, 178, 113232.
- Li, Y., Westlund, H., & Liu, Y. (2019). Why some rural areas decline while some others not: An overview of rural evolution in the world. *Journal of rural studies*, 68, 135-143.
- Lucas, M., Bem-haja, P., Santos, S., Figueiredo, H., Ferreira Dias, M., & Amorim, M. (2022). Digital proficiency: Sorting real gaps from myths among higher education students. *British journal of educational technology*, 53(6), 1885-1914.
- Medhi Thies, I. (2015). User interface design for low-literate and novice users: Past, present and future. *Foundations and Trends® in Human – Computer Interaction*, 8(1), 1-72.

- Moscoviz, L., & Evans, D. K. (2022). Learning loss and student dropouts during the covid-19 pandemic: A review of the evidence two years after schools shut down.
- Musyarofah, A., & Zahro, S. (2024). Pengembangan e-modul berbasis Canva pada mata kuliah manajemen kelas di Institut Agama Islam Ibrahimy Genteng Banyuwangi. *El-Banat: Jurnal Pemikiran dan Pendidikan Islam*, 14(1), 91-115. <https://doi.org/10.54180/elbanat.2024.14.1.91-115>
- Mthanti, B. J., & Msiza, P. (2023). The roles of the school principals in the professional development of teachers for 21st century Education. *Cogent Education*, 10(2), 2267934.
- Nurmalisa, Y., Sunyono, S., & Yulianti, D. (2023). An integrative review: Application of digital learning media to developing learning styles preference. *International Journal of Information and Education Technology*, 13(1), 187-194.
- Nursita, L., & Purwanto, B. S. E. (2022). Aplikasi *service learning* Merdeka Belajar Kampus Merdeka: Mendesain visi misi sekolah dengan Canva. *Abdi: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 4(1). <https://doi.org/10.24036/abdi.v4i1.170>
- Rohman, A. A. (2024). Implementasi model pembelajaran *project based learning* berbantuan media Canva pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti siswa (Undergraduate thesis, UIN Kiai Haji Achmad Siddiq Jember). [http://digilib.uinkhas.ac.id/38242/1/AZKA%20ARIF%20ROHMAN\\_204101010053.pdf](http://digilib.uinkhas.ac.id/38242/1/AZKA%20ARIF%20ROHMAN_204101010053.pdf)
- Sembiring, D. A. K., Risamasu, P. E. G., Tijow, M. A., & ... (2024). Pelatihan desain media pembelajaran inovatif berbasis platform Canva bagi guru SMP Negeri 1 Depapre Kabupaten Jayapura. *Jurnal Pengabdian UNDIKMA*, 5(2). <https://doi.org/10.33394/jpu.v5i2.10854>
- Silverman, R. M., & Patterson, K. (2021). *Qualitative research methods for community development*. Routledge. <https://doi.org/10.4324/9781003172925>
- Slota, M., McLaughlin, M., Bradford, L., Langley, J. F., & Vittone, S. (2018). Visual intelligence education as an innovative interdisciplinary approach for advancing communication and collaboration skills in nursing practice. *Journal of Professional Nursing*, 34(5), 357-363.
- Wang, J., Tigelaar, D. E., Luo, J., & Admiraal, W. (2022). Teacher beliefs, classroom process quality, and student engagement in the smart classroom learning environment: A multilevel analysis. *Computers & Education*, 183, 104501.
- Wardana, L. A., Rulyansah, A., Izzuddin, A., & Nuriyanti, R. (2022). Integration of Digital and Non-digital Learning Media to Advance Life Skills of Elementary Education Students Post Pandemic Covid-19. *Pegem Journal of Education and Instruction*, 13(1), 211-222.
- Wicaksono, R. B., & Prasetyo, W. H. (2023). Digital competence for students in the networking society 5.0: A systematic review. *Jurnal Civics: Media Kajian Kewarganegaraan*, 20(2), 412-425.
- Wulandari, A., & Sitepu, T. (2024). Analisis kemampuan berbicara melalui kegiatan presentasi dengan memanfaatkan aplikasi Canva pada pembelajaran Bahasa Indonesia kelas X IPS-1 SMA Sinar Husni. *Jurnal Pendidikan dan Pembelajaran Indonesia*, 4(2). <https://doi.org/10.53299/jppi.v4i2.580>
- Wuryanto, E. (2024). *Manajemen pelatihan Canva untuk peningkatan kompetensi teknologi informasi dan komunikasi guru dalam pembelajaran di SMP Negeri 1 Sambit Ponorogo* (Master's thesis, IAIN Ponorogo). <https://etheses.iainponorogo.ac.id/29249/>
- Yanti, F. D. (2023). Implementasi media pembelajaran video animasi berbasis aplikasi Canva pada materi struktur dan fungsi tumbuhan pada Program Studi Biologi Universitas

- Al Washliyah Labuhanbatu. *Jurnal Teknologi dan Manajemen Industri Terapan*.  
<http://jurnal-tmit.com/index.php/home/article/view/637>
- Yunifa, W., & Sriyeni, Y. (2022). Pelatihan pembuatan bahan ajar menggunakan Canva Web bagi guru SMP Bina Cipta. *J-PEMAS: Jurnal Pengabdian Masyarakat*.  
<https://journal.usti.ac.id/index.php/J-PEMAS/article/download/36/27>
- Zhao, W. (2021, March). Training workers to thrive in future technology-driven environments: A blueprint. In *2021 IEEE Integrated STEM Education Conference (ISEC)* (pp. 1-7). IEEE.