

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

ANALYSIS OF STUDENT ASSISTANCE IN MAKING EFLYER AND WEBINAR ACTIVITY CERTIFICATES USING CANVA APPLICATION AT CV TEMAN KOLABORASI ANDA DEPOK CITY

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Abstract

Webinars have been a popular activity since the beginning of the COVID-19 pandemic until now, especially for students and the general public who want to increase their knowledge and get a certificate as part of their portfolio. The promotion of webinars is done through e-flyers with various themes supported by the internship team under CV Teman Kolaborasi Anda. This research aims to analyze the assistance in making e-flyers and webinar certificates. The method used is descriptive qualitative with an explanatory approach, using secondary data in the form of e-flyers from social media such as Instagram, Facebook, WhatsApp, and email. The research subjects were trainees, namely university students, fresh graduates, and some high school students who participated in training on making e-flyers and webinar certificates using the Canva application at CV Teman Kolaborasi Anda, Depok City. The object of research is the assistance process in making e-flyers and webinar certificates using the Canva application. The results showed that some e-flyers did not meet the standards due to differences in design styles, while the certificates were in accordance with the specified standards by using standardized templates. Assistance was provided to ensure the existence of standardized design standards by utilizing the Canva application which provides various free templates. This activity was conducted online and guided by the Founder of CV Teman Kolaborasi Anda. This training equips the participants, who are apprentices, with practical skills in e-flyer and certificate design, thus improving their readiness to enter the workforce with a combination of soft and hard skills that are in line with industry needs.

Keywords: Canva, Certificate, Eflyer.

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INTRODUCTION

On 16 March 2020, the Ministry of Administrative Reform and Bureaucratic Reform (Kemenpan RB) issued Circular Letter Number 19 of 2020 concerning Changes in the Work System of the State Civil Apparatus in the Context of Preventing and Controlling the Spread of Covid-19 within Government Agencies (KemenPANRB, 2020). This policy aims to suppress the spread of the highly dangerous COVID-19 virus among the State Civil Apparatus (ASN) in Indonesia. Changes to the ASN work system must be made as an effort

to suppress the spread of COVID-19. These changes are intended to ensure that the tasks and activities of government agencies can be carried out efficiently so that each agency can meet its performance targets. One of the main objectives of this Circular Letter is to ensure that public services in government agencies can continue to run efficiently despite various obstacles due to the pandemic.

A circular letter from the Ministry of Administrative Reform and Bureaucratic Reform (Kemenpan RB) recommends that face-to-face activities involving many students be cancelled or postponed. Similarly, in the education sector, the Minister of Education and Culture mandates that online or distance learning be used to carry out the teaching and learning process at home. This instruction aims to provide valuable learning experiences for students. Based on Circular Letter No. 4/2020 on the Implementation of Education Policies during the Emergency Period of COVID-19 Spread, learning at home can be focused on acquiring life skills, such as understanding the COVID-19 pandemic. The implementation of online learning requires effective coordination between various stakeholders. The COVID-19 outbreak has also negatively impacted a number of public services. Many scholars see Covid-19 as a disaster, ravaging many aspects of life, health, politics, social, culture and most noticeably drastically collapsing the economic sector in many countries including Indonesia (Herman, 2022). In addition, the service sector that is facing serious difficulties due to this situation is the education sector.

The COVID-19 pandemic has not only changed the way we live, but also forced the education sector to adapt quickly to online learning. School closure policies have been taken to prevent the spread of the coronavirus (Suteki, 2020). These changes require effective collaboration and coordination among stakeholders, as the impact extends to various other sectors, including health and economy. In an effort to answer this challenge, technology comes as a solution, one of which is through online applications such as Canva that offers convenience in supporting the learning process. Canva is a free online tool that provides many templates. An app called Canva was created to make it easier to create graphic designs (Sholeh et al., 2023). Users must download Canva and register in order to use it. Canva can be accessed through various devices, including desktop computers, laptops, and mobile devices (Ainiyah, 2024). On the other hand, for professionals Canva can help complete work in the field of design including creating logos, banners, fliers, invitations, and documents (Nawangulan, 2024). In addition, this application can be used as an innovative and interactive learning media, can increase students' creativity, and create collaborative learning (Kusumastuti, 2022). The goal of this Canva training is for participants to easily create webinar e-brochures and certificates. To make a good impression on recruiters, these skills can be useful when applying for jobs, promoting yourself, and sharing information about your competencies.

A certificate is defined as an official document or written evidence given to an individual in recognition of achievement, participation or success in an activity, training or competition (Firdaus et al., 2023). Certificates are not only a symbol of appreciation, but are also often used as supporting documents for professional or academic purposes, such as applying for a job or increasing an individual's credibility in a particular field. On the other hand, e-flyers are a form of digital-based promotional media designed to convey information in a concise, attractive, and easy-to-understand manner. Flyers are one of the promotional media that many companies use to offer their brand or product (Solikah et al., 2024). E-flyers are commonly used to promote various activities, such as events, products, services, or social campaigns. Attractive flyer design and informative content play a key role in attracting people's attention and encouraging their participation in various activities (Audria et al., 2024). It is perfect for digital platforms, such as social media, email, or websites, due to its flexibility in dissemination and access. Eflyer has many benefits for disseminating information to other parties (Lestyowati, 2021). Unlike conventional printed

flyers, e-flyers have the advantages of ease of distribution, cost efficiency, and the ability to reach a wider audience in a short time. With attractive designs and relevant information, e-flyers are an effective tool in conveying messages visually in the digital era.

Technology is an important element that influences the quality of certificates produced by training participants. In addition, participants' ability to use the software or platform used to create e-brochures and certificates also has a major influence on the final result. If participants are not familiar with the design tools available, they may have difficulty optimizing the existing features. This can lead to less than optimal design results, both in terms of aesthetics and functionality. In addition to technical skills, the time factor also plays an important role in determining the quality of design results. If participants are given a limited time to complete e-brochures and certificates, they may not have the opportunity to review the design or edit the content carefully. Time constraints can prevent participants from conducting research or exploring creative ideas that can produce better products. As a result, even though the design tools used are adequate, limited time can affect the final quality of e-brochures and certificates, both in terms of visuals and clear and precise information delivery.

Entering the world of work and plunging into the industrial world certainly requires very careful preparation. This is because there is a considerable difference between the theoretical knowledge obtained during education and the real conditions in the field. According Fitriyanto (Muspawi & Lestari, 2020) Work readiness is a condition that shows the harmony between physical, mental and experience maturity so that individuals have the ability to carry out certain activities in relation to work. This is in line with Ari's opinion (Susilo & Ismiyati, 2020) that work readiness is important because one of the problems experienced after completing their studies is related to choosing a career and work, therefore work readiness is needed by students so that they can choose and prepare themselves to enter a career properly. So as a form of moral responsibility and concern for the community, universities organise various activities, such as training and community service outside the campus. According to Wattiheluw (Nugroho & Iryanti, 2023) Training is an activity to improve the ability and improve employee performance in carrying out their duties by increasing specific expertise, knowledge, skills, attitudes and behaviour related to work. In addition, universities also facilitate cooperation with various parties, including industry, to ensure graduates have skills that are relevant to labour market needs (Rahmawati & Rahmi, 2024) This activity aims to improve community skills and make a positive contribution to community development. Well-established cooperation between universities and communities can have a positive impact on the progress of education and development in Indonesia.

Improving people's knowledge, skills and competitiveness in social, cultural and economic fields are the main objectives in this training activity. Non-formal education programme participants are given equal access to employment opportunities, even though many of them are initially less competitive in the world of work due to limited knowledge and skills. As part of the institution's moral responsibility, training is also provided to teachers to support educational development. Peserta didik diharapkan membekali diri dengan pengetahuan, keterampilan, dan sikap yang dibutuhkan untuk memasuki dunia kerja. Learners are expected to equip themselves with the knowledge, skills and attitudes needed to enter the world of work. Learners are expected to equip themselves with the knowledge, skills and attitudes needed to enter the world of work. The development of soft and hard skills is a model of learning intervention that is carried out to increase the entrepreneurial intelligence and self-confidence of a person through education in formal schools The development of soft and hard skills is a model of learning intervention that is carried out to increase the entrepreneurial intelligence and self-confidence of a person through education in formal schools (Pratiwi et al., 2023).

In addition, the training programme has improved technological literacy among teachers, with many teachers reporting mastery of the use of various technological tools and applications to support learning (Suhaedin et al., 2024). Skills-based non-formal education has a significant influence on improving the competitiveness of individuals in the labour market. It is proven that the growth of non-formal education has a significant impact on improving the quality of human resources in this modern era (Jihan et al., 2022). Community-based training is essential to promote economic independence, which also supports the socio-cultural development of the community. It enables graduates to immediately put their knowledge, both technical and interpersonal skills, into practice in the world of work. Such programmes also contribute to the overall social and economic development of the community.

However, in implementing training on making certificates, e-flyers, and webinars using Canva, several challenges emerged, such as internet connection constraints that could affect participants' smooth access to training materials. An unstable connection can hinder the use of the Canva application, which is highly dependent on the internet. In addition, premium Canva features that are often needed for more complex designs often require a subscription fee, which may not be affordable for all participants, especially for those who only use the free version. Another challenge is the consistency of participants in attending the training. Given that this training is purely based on participant initiative, some may find it difficult to stay committed, especially with a busy schedule.

RESEARCH METHOD

This study employed a descriptive qualitative method with an explanatory approach, aiming to analyze the process and effectiveness of student assistance in designing e-flyers and webinar certificates using the Canva application. The research focused on capturing a detailed understanding of how participants received guidance, applied their knowledge, and developed their design skills throughout the training. The research subjects consisted of 11 participants, including university students, fresh graduates, and several high school students who were selected based on their interest and background in digital design or communication. These individuals voluntarily took part in the Canva-based training program held by CV Teman Kolaborasi Anda, Depok City. The object of this research was the assistance process provided during the training, specifically in guiding participants to design digital promotional media (e-flyers) and webinar certificates using the Canva application.

To gather the data, the researchers used several techniques. Observation was carried out during the online training sessions to document participant engagement and interaction with facilitators. Documentation involved collecting and analyzing the actual outputs created by the participants, such as e-flyer designs and certificates. In addition, a pre-test and post-test were administered using Google Forms to measure participants' knowledge and skill development before and after the training. Short structured interviews were also conducted with both participants and facilitators to gather deeper insights into the learning experience and challenges faced during the activity. For the data analysis, the study used a qualitative descriptive analysis technique, which included the processes of data reduction, data display, and conclusion drawing. The comparison between pre-test and post-test results was used to identify the extent of skill improvement, while the interview responses and documentation of design works supported the interpretation of the participants' learning outcomes and the overall success of the mentoring program.

The programme was designed to enrich knowledge, improve practical skills, and provide additional relevant training to prepare them for the world of work. Research conducted by Muliarta (Yanuar & Prasetyo, 2024) problem-based learning is a learner-

centred educational approach that places a strong emphasis on developing critical thinking skills to address real-world problems. According to Astuti (Akhmad et al., 2022). Online learning provides flexibility while expanding student access to materials that are contextual to labour market needs. In the context of education, collaboration between lecturers, students, and other related parties can lead to innovations in learning, research, and curriculum development (Pratiwi et al., 2023). This collaborative effort between lecturers and students has also proven effective in fostering soft skills, such as communication and teamwork.

RESEARCH RESULTS AND DISCUSSION

To assess the level of understanding of the participants during the training, the 11 trainees were asked to complete a Pre-test before the start of the training activities and a Post-test after the presenters had delivered the material. Both assessments were submitted via Google Form and included the same 10-point questions about the material covered by both speakers. 84% of participants had higher Post-Test scores than Pre-Test scores, based on a comparison of the team's Pre-Test and Post-Test results. However, four participants had no change in score, which serves as a reminder to revisit and improve the way the material was delivered.

In the first session, the current state of the industrial world was explained in a lecture format. We must be able to stand out in the face of fierce competition in the workplace due to the rapid development and expansion of technology. This is in line with research conducted by (Schwab, 2016) in *The Fourth Industrial Revolution* which states that the ability to adapt to new technologies and be creative is essential for personal achievement in this age. Preparation must be done as early as possible. Having the necessary knowledge and skills is essential in the industrial era 4.0. The lecture plus technique, which combines oral explanation with question and answer sessions, demonstrations, and practical activities, was used in the second part of the theory session. The lecture plus method is a teaching method that uses more than one method, namely the lecture method combined with other methods (Prayogi, 2024). However, the lecture plus method actually still refers to the use of the lecture method in learning. The purpose of the application of the lecture plus method is to correct various weaknesses that are specific to the use of the lecture method. The creation of e-flyers and certificates is the main topic of material that is delivered technically and intellectually. To produce designs that complement the organisation's visual identity, participants received instruction on design components, including how to use visual features such as logos.

In this session, participants were given an explanation of making e-flyers and certificates, both in theory and technical steps. Through the Canva application, it is easier to make certificates in a more practical and easier way (Wibawanti & Mustika, 2023). The material presented includes various important preparations so that the design results have visual appeal, professional appearance, and maximum quality. Participants are taught to produce attractive and creative designs, so that they can give a positive impression to the audience or certificate users. Certificate creation techniques are adapted to visual elements, such as the logos of collaborators or related organisations. This aims to create harmony between the certificate design and the visual identity it represents. Participants are also directed to maximise their skills, especially in developing ideas and design concepts, so that the resulting work has high aesthetic value and uniqueness. The importance of prioritising the value of human resources was highlighted in this training. Participants were invited to understand that a good design not only displays visual beauty, but also reflects the skills, creativity, and professionalism of the creator. This becomes one of the important strategies to increase the chances of success in the job recruitment process.

All participants were given the opportunity for hands-on practice in the second session, which was the final stage of the programme. Using their respective laptops, each participant did what was instructed by the resource person. Using the templates provided, the practice of making e-flyers and certificates was done online. Participants were allowed to choose the template that best suited their needs. According to Moore (Wijayati et al., 2022) the heutagogy approach provides greater autonomy for learners to determine their own learning methods compared to pedagogy and andragogy approaches. In addition, in the heutagogy approach, the process of learning and negotiating learning and determining what to learn and how it will be learned is determined by the learner. This approach has as its main priority the independence of learners in learning achievement, determining learning strategies, and being able to develop their own teaching materials autonomously. In this case participants are divided into five groups to aid the learning process, and a lecturer acts as a facilitator for each group. Participants can use the group chat feature to discuss any issues they face with the facilitator during the training. As it allows participants to get help quickly, this method is considered more effective and efficient. In addition, the mentoring process is made easier by the use of digital communication channels, ensuring that the training runs smoothly and participants get the most out of it.

With this method, the training is expected to provide participants with theoretical knowledge and practical skills that can be directly used in the world of work. Participants were able to improve their ability to create relevant graphic designs and gain a deeper understanding of the practical application of the information taught through the process of interaction between participants and facilitators. With the encouraging results of the questionnaire survey and the support of the professors who facilitated this activity, initiatives like this, which bring together the community and the academic community, can continue to exchange information and advance the intellectual life of the nation.

CONCLUSION

A total of 26 trainees were asked to take a Pre-Training Test before the start of the training activities and a Post-Training Test after the speakers delivered the materials to gauge their level of understanding during the training component of this community service project. The same questions regarding the content from both speakers were part of both tests, which were administered using a Google Form. Eighty-four per cent of participants had higher Post-Training Test scores than their Pre-Training Test scores, according to the community service team's analysis of the Pre-Training Test and Post-Training Test scores. Four people did not improve their scores.

After taking part in mentoring training in making certificates, e-flyers, and webinars using the Canva application at CV Teman Kolaborasi Anda Kota Depok, participants have implemented the skills they have acquired in various preparatory activities, both in professional and entrepreneurial contexts. For students and fresh graduates, these graphic design skills can be used to create promotional materials, certificates, or portfolio visuals that can strengthen their opportunities when applying for jobs, especially in the fields of visual communication or marketing. This is proven by the results of the questionnaire survey given to participants. Based on the results of the study, participants became more confident in preparing themselves to enter the workforce by having good Eflyer and credentials.

Overall, student assistance in making certificates, e-flyers, and webinars using the Canva application studied in CV Teman Kolaborasi Anda Kota Depok not only provides benefits in the creative industry sector, but also opens up great opportunities for application in the education and public administration sectors. This not only improves the technical skills of students and employees, but also optimizes communication and information delivery in various sectors, which in turn improves quality and efficiency in

the world of education and public services. Participants have abilities that are in accordance with the demands of the modern industrial world. This programme can be said to be successful and has many benefits. Therefore, it is hoped that this well-established relationship can continue in the future.

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