

Enhancing Graphic Design Skills through Training on Digital Promotional Media Creation for Students of LKP Karya Prima Kursus

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Abstract

The development of digital technology has increased the importance of graphic design skills for students in vocational and non-formal education. This community service activity aimed to enhance the graphic design skills of students at LKP Karya Prima Kursus through training in creating digital promotional media. The activity was implemented through five stages: needs identification, training preparation, theoretical and technical instruction, guided and independent practice, and evaluation. Participants were introduced to fundamental graphic design principles, including layout, typography, color selection, image composition, and visual communication. The training employed demonstrations, hands-on practice, mentoring, and evaluation of participants' design activities and outputs. The results indicated that participants actively engaged in the training and gained practical experience in operating digital design tools and developing promotional media. The activity also supported improvements in participants' creativity, technical skills, confidence, and independence in producing visual content. Overall, the training provided applicable digital competencies that can support students' academic activities, entrepreneurship, organizational communication, and future employment.

Keywords: Graphic Design, Digital Promotional Media, Digital Skills, Training, Community Service.

1. INTRODUCTION

The rapid expansion of digital technology has transformed the competencies required of learners, particularly in vocational and non-formal education settings. Digital competence is no longer limited to the ability to operate computers or access online information but increasingly includes the capacity to create, communicate, and evaluate digital content effectively. Research in vocational education indicates that digital competence has become an important component of students' preparation for contemporary learning and employment environments (Findeisen & Wild, 2022). Similarly, digital competence research emphasizes that students require a combination of technical skills, digital content creation abilities, and responsible use of digital resources to participate effectively in a digital society (Tzafilkou et al., 2022). The development of such competencies is particularly relevant for students enrolled in vocational training institutions because their learning outcomes are closely associated with practical and employability-oriented skills. A systematic review of vocational training students also demonstrates that digital competence encompasses multiple dimensions and should be developed through learning experiences that connect technology use with authentic tasks (Aguilar de la Rosa, 2022). Therefore, vocational and non-formal training institutions have an important role in providing practical opportunities for learners to strengthen their digital competencies. One of the competencies that deserves greater attention is graphic design, particularly the ability to

produce digital promotional media that can communicate information in an attractive, concise, and professional manner.

Graphic design has become increasingly important because digital communication relies heavily on visual content to attract attention and convey information efficiently. Digital promotional media such as posters, flyers, social media content, banners, and promotional cards require learners to understand not only software operation but also fundamental principles of visual communication. Empirical research on digital competence demonstrates that digital skills should be understood as multidimensional competencies involving knowledge, practical abilities, attitudes, and the effective application of technology in specific contexts (Pedaste et al., 2023). In vocational education, the ability to translate digital knowledge into practical outputs is particularly important because students are expected to demonstrate competencies through authentic products and activities. Creativity is also closely connected with vocational learning because learners need to generate ideas, make independent design decisions, and produce original solutions to practical problems (Fischer & Barabash, 2023). Digital literacy can further support this process by enabling learners to use technological resources strategically rather than merely consuming digital information (Reddy et al., 2023). From an educational perspective, digital design activities therefore provide an opportunity to integrate technical competence, creativity, communication, and problem-solving into a single learning experience. For students of LKP Karya Prima Kursus, strengthening these competencies can provide practical value because graphic design skills may be applied to academic assignments, organizational activities, entrepreneurship, and future employment. Consequently, graphic design training should emphasize the production of meaningful promotional media rather than focusing exclusively on the technical operation of design applications.

The need for practical graphic design training is also supported by evidence concerning students' existing levels of digital competence and the effectiveness of structured learning interventions. Studies have shown that students' digital technology attitudes, digital literacy, and self-efficacy are associated with their engagement in technology-supported learning environments (Getenet et al., 2024). This indicates that simply providing access to digital applications does not automatically guarantee that learners will be able to use them effectively. Students need structured guidance, opportunities for practice, feedback, and tasks that encourage them to apply digital skills in meaningful situations. Research on digital competence assessment further indicates that practical demonstrations and performance-based approaches can provide a more comprehensive picture of students' actual digital abilities than self-assessment alone (González-Mujico, 2024). Such findings are relevant to graphic design training because participants must demonstrate their competence through concrete visual products. In the context of community service, previous empirical evidence from Indonesia also indicates that graphic design training and mentoring can improve participants' knowledge, skills, creativity, and motivation to create visual works (Satiti et al., 2022). The combination of explanation, demonstration, hands-on practice, and mentoring is therefore appropriate for participants who have different levels of prior experience with digital design tools. Based on this evidence, a training program that focuses on creating digital promotional media can provide a practical mechanism for strengthening students' digital and creative competencies simultaneously (Hayati et al., 2026).

Despite the growing importance of digital competence, a gap remains between general exposure to digital technology and the ability to produce professional-quality digital content. Students may frequently interact with digital platforms but still experience difficulties in selecting appropriate visual elements, arranging layouts, combining typography and images, maintaining visual consistency, and communicating promotional messages effectively. Research on twenty-first-century digital skills demonstrates that the acquisition of digital competencies is influenced by the quality of learning experiences, instructor involvement, technological environments, and opportunities for active engagement (Carabregu-Vokshi et al., 2024). Similarly, digital competence should be developed through structured learning activities that allow students to practice specific skills and receive feedback on their performance. This challenge becomes more significant in non-formal education institutions such as LKP because learners generally come from diverse educational and technological backgrounds. Therefore, training activities need to be designed in a

systematic and accessible manner, beginning with fundamental design principles and progressing toward the creation of complete promotional products. The training should also encourage participants to connect design decisions with communication objectives so that the resulting media are not merely visually attractive but also informative and persuasive. Accordingly, the present community-service activity focuses on enhancing the graphic design skills of LKP Karya Prima Kursus students through practical training in the creation of digital promotional media (Supiyandi et al., 2026).

This community-service program is designed to respond directly to the need for practical digital and creative competencies among students at LKP Karya Prima Kursus. The main objective is to improve participants' ability to conceptualize, design, and produce digital promotional media by integrating basic graphic design principles with hands-on digital practice. The program positions participants as active creators who develop promotional products rather than passive users of digital applications. This approach is consistent with evidence that digital competence develops more effectively when learners engage with technology through purposeful activities and authentic learning tasks (Tzafilkou et al., 2022). The activity also emphasizes creativity because learners are required to transform ideas into visual messages while making decisions regarding layout, typography, imagery, color, and promotional information. The expected outcomes include increased understanding of graphic design principles, improved technical ability in using digital design tools, greater confidence in producing promotional content, and the creation of usable digital promotional media. In addition, the activity is expected to contribute to the development of employability-oriented competencies because digital content creation is increasingly relevant to entrepreneurship, marketing, organizational communication, and creative-industry activities. By combining theoretical explanation, demonstration, guided practice, and evaluation of participants' design products, the program seeks to provide an empirically grounded model of practical skill development for learners in a non-formal education environment (Alpeny Julia Saputri et al., 2026). Ultimately, the activity contributes to strengthening the digital readiness and creative capacity of LKP Karya Prima Kursus students while demonstrating how community-service-based training can translate contemporary digital competency requirements into practical learning outcomes.

2. RESEARCH METHODOLOGY

The community service activity was designed as a systematic training program to enhance the graphic design skills of students at LKP Karya Prima Kursus, with a specific focus on creating digital promotional media. The method was structured to ensure that the training process could be implemented progressively, beginning with the identification of participants' initial conditions and learning needs and continuing through preparation, instructional delivery, practical activities, mentoring, and evaluation. The activity emphasized a practice-oriented learning approach in which participants were not only introduced to fundamental concepts of graphic design but were also guided to apply those concepts in producing digital promotional materials. Data were collected through several instruments, including observation sheets, knowledge assessments, product assessment rubrics, questionnaires, and documentation. The collected information was subsequently analyzed descriptively to identify changes in participants' knowledge, technical skills, creativity, participation, and ability to produce promotional media. The overall methodological flow was organized into four main components: participants and target group, implementation stages, instruments, and data analysis. This systematic structure was intended to ensure that the training outcomes could be documented based on observable learning processes and participants' actual design products. Through this approach, the community service activity was expected to provide measurable and practically relevant evidence of the contribution of digital graphic design training to the development of students' competencies.

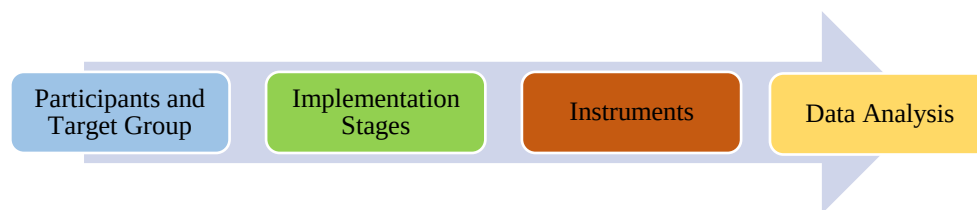


Figure 1. Structure of the implementation method

2.1. Participants and Target Group

This community service activity was conducted at LKP Karya Prima Kursus and targeted students who participated in computer and digital skills training programs. The participants were selected as the main target group because graphic design is increasingly relevant to digital communication, promotional activities, entrepreneurship, and employment-oriented competencies. Vocational and non-formal education learners require opportunities to develop practical digital competencies that can be directly applied to authentic tasks and professional contexts. The participants consisted of students with different levels of prior experience in using digital design applications. Therefore, the training was designed to accommodate both participants who had limited experience with graphic design and those who had previously used basic digital design tools. Before the training was implemented, the community service team coordinated with the management of LKP Karya Prima Kursus to identify the participants' needs, available facilities, learning schedules, and expected training outcomes. Initial observation was also conducted to identify the participants' familiarity with digital promotional media, including posters, flyers, social media promotional content, and other visual communication products. This preliminary identification served as the basis for adjusting the training materials and practical activities to the participants' actual abilities and needs.

2.2. Implementation Stages

The implementation method consisted of five systematic stages: needs identification, preparation, theoretical and technical training, guided and independent practice, and evaluation. The first stage was **needs identification**, which involved observation, discussion with the LKP management, and informal interaction with prospective participants. This stage was intended to identify the participants' initial competencies, difficulties in creating digital promotional media, and the types of promotional designs that were most relevant to their learning and future activities. A systematic preliminary assessment is important because digital competence cannot be developed solely through access to technology; learners require structured activities that correspond to their existing level of competence and learning needs.

The second stage was **training preparation**. At this stage, the community service team prepared learning materials, presentation materials, design examples, practical exercises, evaluation instruments, and supporting digital devices. The learning materials covered the basic concepts of graphic design, visual communication, composition, typography, color selection, image selection, layout arrangement, and the principles of designing promotional media. The materials were arranged progressively from simple concepts to practical production. Examples of effective promotional designs were also prepared to help participants understand the relationship between design elements and promotional messages.

The third stage was **theoretical and technical training**. The instructor introduced the participants to fundamental graphic design concepts and demonstrated the process of creating digital promotional media using an accessible design application. The demonstration focused on the complete design workflow, beginning with determining the promotional objective, selecting the appropriate canvas size, arranging visual elements, entering promotional information, selecting typography and colors, incorporating images, and exporting the final design. The instructor demonstrated each procedure step by step while participants followed the process on their respective

devices. This approach was selected because previous community-service activities have demonstrated the relevance of combining conceptual explanations, demonstrations, guided tutorials, and practical activities for improving applied graphic design skills.

The fourth stage was **guided and independent practice**. After completing the demonstration, participants were assigned practical tasks to create their own digital promotional media. Each participant was required to develop at least one promotional design based on a predetermined theme or a relevant promotional scenario. During the initial practice, instructors and facilitators provided direct assistance when participants experienced difficulties with application functions, layout composition, typography, color selection, image placement, or exporting the final product. After completing the guided practice, participants continued with independent design development to determine whether they could apply the skills without continuous assistance. The instructor provided feedback concerning both technical aspects and visual communication. This stage emphasized learning by doing because the primary outcome of the activity was not merely participants' understanding of graphic design concepts but their ability to produce a functional digital promotional product.

The fifth stage was **evaluation and reflection**. Evaluation was conducted after participants completed their practical assignments. The evaluation focused on changes in participants' understanding, technical skills, creativity, ability to apply design principles, and quality of the resulting promotional media. Participants were also invited to provide feedback regarding the relevance of the materials, clarity of the instructor's explanations, difficulty of the practical exercises, and usefulness of the training for their future activities. A final reflection session was conducted to identify aspects that had been successfully achieved and areas requiring further development. This evaluation structure follows the principle that community-service training should assess not only participant satisfaction but also observable changes in practical competence and the quality of participants' outputs. Similar graphic design training programs have used practical products and structured assessment indicators to evaluate participants' development.

2.3. Instruments

Several instruments were used to collect data during the implementation of the activity. The first instrument was an **observation sheet**, which was used during the preliminary stage to identify participants' initial abilities, learning behavior, participation, and difficulties in using digital design tools. The second instrument was a **knowledge assessment**, consisting of questions related to basic graphic design concepts, visual communication, typography, color, layout, and digital promotional media. The knowledge assessment was administered before and after the training to identify changes in participants' understanding. The third instrument was a **graphic design product assessment rubric**. This rubric was used to evaluate participants' final promotional media based on several indicators, namely visual composition, layout, typography, color suitability, image quality and relevance, information clarity, creativity, consistency of design elements, and technical quality of the exported media. Each indicator was assessed using a structured rating scale so that the quality of participants' work could be documented systematically. Product-based assessment is particularly relevant to this activity because graphic design competence should be demonstrated through an observable design output rather than solely through participants' perceptions of their abilities. The fourth instrument was a **participant response questionnaire**, which measured participants' perceptions of the training materials, instructional delivery, practical activities, facilities, relevance of the training, and overall usefulness of the program. These instruments were complemented by documentation in the form of photographs, participant design products, activity records, and facilitator notes.

2.4. Data Analysis

The collected data were analyzed using a **descriptive mixed-evidence approach**, combining quantitative summaries with qualitative interpretation. Quantitative data obtained from the pre-training and post-training knowledge assessments were summarized using frequency, percentage, mean scores, and changes between the initial

and final results. The calculation was intended to describe the direction and magnitude of participants' learning improvement rather than to establish a causal experimental effect. Product assessment scores were also summarized according to each design criterion to identify the aspects of graphic design that participants had mastered and those that still required improvement.

Qualitative data obtained from observations, facilitator notes, participant responses, and design-product analysis were analyzed through four sequential activities: data reduction, categorization, interpretation, and conclusion drawing. Observation findings were grouped into categories such as technical ability, creativity, participation, independence, and difficulties encountered during the design process. The completed promotional media were then examined to identify visible changes in composition, typography, color selection, information organization, and overall visual communication. Participant responses were interpreted to determine the perceived relevance and usefulness of the training. Finally, quantitative and qualitative findings were compared to obtain a more comprehensive description of the program outcomes. The integration of these forms of evidence enabled the community service team to assess not only whether participants demonstrated increased knowledge but also whether they were able to translate that knowledge into practical graphic design products. The methodological structure therefore provides a systematic pathway from participant identification and needs assessment to training implementation, instrument-based evaluation, and interpretation of outcomes.

3. RESULTS AND DISCUSSION

The implementation of the community service activity at LKP Karya Prima Kursus demonstrated that practical digital graphic design training can provide students with meaningful opportunities to develop technical, creative, and visual communication skills. The activity was conducted through a combination of instructor explanations, demonstrations, direct practice, individual assistance, and production of digital promotional media. During the training process, participants were actively involved in operating computers or laptops and applying the design techniques introduced by the instructor. The results were identified through direct observation of participants' activities, their interaction with digital design applications, the process of developing visual compositions, and the promotional media produced during the practical sessions.

The documentation of the activity also provides visual evidence of the learning process, particularly the interaction between participants and instructors and the participants' individual practice activities. The discussion therefore focuses on five main aspects, namely the implementation of the graphic design training, the development of participants' graphic design skills, practical activities and participant engagement, the production and quality of digital promotional media, and the overall outcomes and community impact of the training. Since numerical pre-test and post-test data were not available, the findings are presented descriptively based on observable activities and training outputs rather than unsupported statistical claims. This approach provides a realistic representation of the contribution of the training to the development of students' digital graphic design competencies.

3.1. Implementation of Graphic Design Training

This section discusses the general implementation of the activity, ranging from the condition of the training venue, the number and characteristics of participants, the use of computers or laptops, the presentation of material, instructor demonstrations, to participant engagement during the activity. Figure 2 can be included in this section because it illustrates the overall atmosphere of the training.



Figure 2. Picture (a) and (b) Implementation of Digital Graphic Design Training for Students of LKP Karya Prima Kursus

Figure 2 shows that the activity took place in a computer-based learning environment, with participants using laptops or computers to follow the material presented by the instructor. Some participants appeared to be focused on their own devices, while others were interacting with the instructor or fellow participants. These conditions indicate that the training employed a hands-on approach, allowing participants not only to receive theoretical explanations but also to directly experiment with various functions within the graphic design software. The presence of a monitor at the front of the room also indicates that demonstrations or visual examples are being presented for participants to follow. This type of learning environment supports the transfer of skills because participants can observe examples, try the same steps, and then receive assistance when they encounter difficulties.

3.2. Development of Participants' Graphic Design Skills

The second section discusses the changes and improvements in the participants' skills following the training process. The discussion may focus on their ability to operate design software, arrange layouts, select colors, apply typography, edit images, and organize visual elements into promotional materials. The results of the observations indicate that participants had the opportunity to develop their skills through demonstrations and hands-on practice.

Table 1. Observed Development of Participants' Graphic Design Skills

Skill Indicator	Training Activity	Observed Development
Software operation	Direct practice with design applications	Participants became more familiar with basic tools and functions
Layout	Arranging text and visual elements	Participants practiced organizing visual composition
Typography	Selecting and arranging text	Participants learned to consider readability and visual hierarchy
Color	Applying colors to design elements	Participants practiced selecting visually appropriate colors
Image processing	Inserting and manipulating images	Participants practiced incorporating images into promotional designs
Creativity	Developing individual design concepts	Participants were encouraged to create their own visual compositions
Independence	Completing design tasks individually	Participants gradually worked with less direct assistance

Table 1 presents the main graphic design competencies developed during the training. The table shows that the training covered both technical and creative aspects. Technical skills were developed through direct interaction with design software, while creative skills were developed through the participants' decisions concerning layout, typography, colors, images, and visual composition. This combination is important because graphic design competence cannot be measured solely by the ability to operate software. Participants must also understand how digital tools can be used to communicate a message effectively. The practical orientation of the activity therefore provided participants with opportunities to transform theoretical concepts into actual design products.

3.3. Practical Activities and Participants' Engagement

The third point focuses on the practical learning process and the active involvement of participants. Figure 3 is best placed in this section because it specifically shows participants working individually with their laptops during the practical stage.



Figure 3. Individual Practical Activities in Digital Graphic Design Training

Figure 3 shows two participants engaged in hands-on practice using laptops. Both participants appear to be focused on the design they are working on, displayed on their respective devices. This scenario demonstrates that, after receiving an explanation and demonstration, participants are given the opportunity to apply the material directly. Individual activities, such as those shown in the figure, are a crucial part of skill development because participants must recall the procedures that have been explained and apply them independently.

Hands-on activities also allow the instructor to identify participants' difficulties in real time. These difficulties may relate to using application features, placing images, adjusting object sizes, selecting colors, arranging text, or design composition. Through direct guidance, the instructor can provide solutions tailored to each participant's needs. Thus, the learning process is not one-size-fits-all but can be adapted to participants' abilities.

The participants' active involvement in the practical exercises demonstrates that the "learning by doing" model is appropriate for graphic design training. Participants do not merely memorize software functions but gain hands-on experience in creating their own work. This approach is also consistent with the characteristics of vocational and non-formal education, which emphasize the mastery of practical skills that can be applied in real-world situations.

3.4. Digital Promotional Media Production and Quality of Outputs

The fourth section discusses the main outcomes of the training, namely the participants' ability to produce digital promotional materials. These promotional materials may include digital posters, flyers, social media content, banners,

or other visual formats tailored to the participants' needs. The design outcomes can be evaluated based on several indicators, such as composition, layout, typography, color, image relevance, creativity, readability, and clarity of promotional information.

Table 2. Assessment Indicators for Digital Promotional Media

Assessment Aspect	Description
Layout	Organization and balance of visual elements
Typography	Readability, font selection, and text hierarchy
Color	Suitability and consistency of color combinations
Image	Relevance and quality of visual materials
Composition	Balance and arrangement of design elements
Creativity	Originality and attractiveness of the design
Information clarity	Ability of the design to communicate promotional information
Technical quality	Overall digital quality and appropriate export format

Table 2 presents the indicators that can be used to assess participants' promotional media. These indicators demonstrate that the assessment is not limited to whether participants can operate the design application. Instead, the assessment considers whether the resulting product can function as an effective promotional medium. A good promotional design should have a clear visual hierarchy so that audiences can identify the main message quickly. Typography should remain readable, colors should support the communication objective, and images should be relevant to the information being presented.

The production of digital promotional media is particularly relevant for students at LKP Karya Prima Kursus because the skill can be applied beyond the training environment. Participants can use these abilities to create promotional materials for small businesses, educational activities, organizational events, products, services, or personal projects. Consequently, the training provides a transferable competency rather than a skill limited to classroom activities.

The results are also consistent with previous community-service activities involving graphic design training, which have reported that practical training combined with mentoring can support participants in producing digital visual content and improving their confidence in using design applications. The emphasis on product creation is therefore important because it provides tangible evidence that participants have attempted to apply the competencies introduced during the training.

3.5. Discussion of Training Outcomes and Community Impact

The fifth point integrates the findings from the previous sections and discusses the broader contribution of the activity. The training demonstrated that structured graphic design instruction combined with direct practice can provide students with an opportunity to develop digital, creative, and communication competencies simultaneously. The activity moved participants through several stages, beginning with instructor explanation and demonstration, followed by guided practice, individual practice, mentoring, and production of digital promotional media.

Table 3. Summary of Community Service Outcomes

Outcome	Evidence	Contribution
Digital skills	Participants used design applications directly	Increased practical familiarity with digital tools
Graphic design skills	Participants practiced layout, typography, color, and image arrangement	Strengthened basic design competence

Creativity	Participants developed visual compositions	Encouraged creative thinking
Independence	Participants completed individual practice	Increased confidence in completing design tasks
Promotional media competence	Participants produced digital visual content	Provided applicable promotional communication skills

Table 3 summarizes the principal outcomes of the community service activity. The findings indicate that the training contributed to several interconnected competencies rather than a single technical skill. Participants gained experience in using digital design applications while simultaneously learning how to arrange visual elements and communicate information through design. The ability to create promotional media can also provide practical value because digital visual content is widely used in marketing, social media communication, organizational activities, and entrepreneurship.

The findings further indicate that practical training is particularly appropriate for non-formal education environments such as LKP Karya Prima Kursus. Students may have different levels of previous experience with computers and graphic design applications. A training process that combines explanation, demonstration, practice, and mentoring provides opportunities for participants with different competency levels to follow the learning process. Participants who experience difficulties can receive direct assistance, while participants who progress more quickly can continue developing their own designs. From the perspective of community service, the activity also provides a form of knowledge transfer from instructors to the target community. The knowledge transferred is not limited to theoretical information but includes practical skills that can potentially be applied after the training has ended. This aspect is important because the sustainability of community-service activities is partly determined by whether participants can continue using the knowledge and skills independently.

Overall, the documentation presented in Figures 1 and 2, together with the competency indicators in Tables 1–3, provides evidence of an active and practice-oriented training process. Figure 1 illustrates the broader learning environment and interaction among participants, whereas Figure 2 illustrates the individual practice stage in which participants directly operate digital design tools. Meanwhile, the tables organize the observed competencies, product assessment indicators, and overall outcomes of the activity. The findings support the conclusion that digital graphic design training can serve as an effective practical learning activity for strengthening students' digital competencies. The participants were given opportunities to develop technical abilities, creativity, visual communication, and independence through direct production activities. These competencies have potential applications in academic, organizational, entrepreneurial, and employment contexts. Therefore, the community service activity at LKP Karya Prima Kursus not only introduced participants to graphic design applications but also provided a foundation for developing practical digital promotional media skills that are relevant to the contemporary digital environment.

4. CONCLUSION

The community service activity at LKP Karya Prima Kursus demonstrated that practical graphic design training can support the development of students' digital, creative, and visual communication skills. Through a combination of explanation, demonstration, guided practice, individual practice, and mentoring, participants gained direct experience in using digital design tools and applying fundamental principles of layout, typography, color, imagery, and visual composition. The training also encouraged participants to work more independently in producing digital promotional media, thereby providing practical competencies that can be applied to educational activities, organizational needs, entrepreneurship, and future employment. The activity further showed that a practice-oriented learning approach is appropriate for non-formal education environments because participants can immediately apply the knowledge and skills obtained during the training. Overall, the program contributed positively to strengthening the digital graphic design capabilities of LKP Karya Prima Kursus students and provided a practical foundation for creating more informative, attractive, and functional digital promotional media.

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