KEPUTUSAN DEKAN FAKULTAS TEKNOLOGI INFORMASI
UNIVERSITAS BUDI LUHUR

NOMOR : K/UBL/FTI/000/002/09/25

TENTANG:
PENUGASAN KEGIATAN TRI DHARMA & PENUNJANG BAGI DOSEN
FAKULTAS TEKNOLOGI INFORMASI UNIVERSITAS BUDI LUHUR
SEMESTER GASAL TAHUN AKADEMIK 2025/2026

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Menimbang	:	1)	Bahwa Dosen adalah pendidik profesional dan ilmu dengan tugas utama mentrans-formasikan, mengembangkan, dan menyebarluaskan ilmu pengetahuan, teknologi, dan seni melalui pendidikan/pengajaran penelitian & karya ilmiah, dan Pengabdian pada masyarakat yang dikenal dengan istilah Tri Dharma Perguruan Tinggi;
		2)	Bahwa untuk meningkatkan profesionalitas dan kompetensi sebagai pendidik profesional maka dipandang perlu untuk memberikan tugas-tugas tambahan/penunjang dalam lingkup kegiatan penunjang Tri Dharma;
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		2)	Undang – undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
		3)	Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		4)	Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 53 Tahun 2023 tentang Penjaminan Mutu Perguruan Tinggi;
		5)	Keputusan Ketua Yayasan Pendidikan Budi Luhur Cakti Nomor: K/YBLC/KEP/000/216/06/2023 tentang Statuta Universitas Budi Luhur;
		6)	SK YPBLC No: K/YBLC/KEP/000/020/01/24 tanggal 05 Januari 2024 tentang Pengangkatan Para Pejabat Struktural Universitas Budi Luhur Periode 2024-2028

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Dr. Ir. Achmad Solichin, S.Kom., M.T.I

**LAMPIRAN KEPUTUSAN DEKAN FAKULTAS TEKNOLOGI INFORMASI
UNIVERSITAS BUDI LUHUR**

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SEMESTER GASAL TAHUN AKADEMIK 2025/2026**

No	NUPTK	Nama	Program Studi
1	6356750651130093	ABDUL MUIS SOBRI	Teknik Informatika (S1)
2	5934758659137112	ACHMAD ADITYA ASHADUL USHUD	Teknik Informatika (S1)
3	4437767668130323	ACHMAD ARDIANSYAH	Teknik Informatika (S1)
4	7937760661130282	ACHMAD SOLICHIN	Ilmu Komputer (S3)
5	5454763664230162	AGNES ARYASANTI	Sistem Informasi (S1)
6	1947743644130112	AGUNG PRIHARTONO	Sistem Informasi (S1)
7	4652761662130272	AGUNG SAPUTRA	Teknik Informatika (S1)
8	8141761662130183	AGUS UMAR HAMDANI	Sistem Informasi (S1)
9	2636769670130302	AHMAD PUDOLI	Teknik Informatika (S1)
10	3955753654130082	AKHMAD UNGGUL PRIANTORO	Ilmu Komputer (S2)
11	1653757658130122	ANDY RIO HANDOKO	Teknik Informatika (S1)
12	1646766667130292	ANGGA KUSUMA NUGRAHA	Teknik Informatika (S1)
13	8947761662230262	ANITA DIANA	Sistem Informasi (S1)
14	0544751652130173	ANTON SATRIA PRABUWONO	Ilmu Komputer (S2)
15	4535772673130233	ANWAR RIFA'I	Teknik Informatika (S1)
16	5060770671130293	AQMAL MAULANA	Teknik Informatika (S1)
17	6647764665131142	ARI SAPUTRO	Manajemen Informatika (D3)
18	5239757658130173	ARIEF WIBOWO	Ilmu Komputer (S3)
19	0543756657130133	ARIF BRAMANTORO	Ilmu Komputer (S2)
20	4162753654131073	ARMAN YUSUF	Teknik Informatika (S1)
21	2533753654130132	ARSANTO NARENDRO	Teknik Informatika (S1)
22	5251757658130183	ASEP ABDUL ROHMAN	Sistem Informasi (S1)
23	7752762663237012	ATIK ARIESTA	Manajemen Informatika (D3)
24	3733759660130242	BASUKI HARI PRASETYO	Teknik Informatika (S1)
25	9846770671130352	BAYU SATRIA PRATAMA	Sistem Informasi (S1)
26	9551750651130082	BRURI TRYA SARTANA	Sistem Informasi (S1)
27	2555742643130063	BULLION DRAGON ANDAH	Sistem Informasi (S1)
28	3251756657130123	DARMAWAN BAGINDA NAPITUPULU	Ilmu Komputer (S2)
29	5560751652130083	DENI MAHDIANA	Sistem Informasi (S1)

No	NUPTK	Nama	Program Studi
30	8556757658137103	DENNI KURNIAWAN	Ilmu Komputer (S2)
31	3535770671130233	DEVIT SETIONO	Sistem Informasi (S1)
32	1542762663230293	DEWI KUSUMANINGSIH	Sistem Informasi (S1)
33	4454761662130162	DIAN ANUBHAKTI	Sistem Informasi (S1)
34	7637741642130122	DJATI KUSDIARTO	Sistem Informasi (S1)
35	2243767668130313	DOLLY VIRGIAN SHAKA YUDHA SAKTI	Teknik Informatika (S1)
36	4556758659231082	DWI PEBRIANTI	Ilmu Komputer (S2)
37	9560763664230232	DWI PUSPITA ANGGRAENI	Teknik Informatika (S1)
38	2155762663131103	FERDIANSYAH	Komputerisasi Akuntansi (D3)
39	3453751652130073	FX BIMA CAHYA PUTRA	Sistem Informasi (S1)
40	2538753654130102	GANDUNG TRIYONO	Sistem Informasi (S1)
41	9043744645130083	GATOT PURWANTO	Sistem Komputer (S1)
42	4751753654230082	GRACE GATA	Komputerisasi Akuntansi (D3)
43	0537746647130122	GUNAWAN PRIA UTAMA	Teknik Informatika (S1)
44	0740763664130282	HADIDTYO WISNU WARDANI	Teknik Informatika (S1)
45	5846747648130102	HARI SOETANTO	Ilmu Komputer (S3)
46	9838763664130292	HARIS MUNANDAR	Teknik Informatika (S1)
47	8857759660131082	HENDRI IRAWAN	Sistem Informasi (S1)
48	0652765666130282	HILLMAN AKHYAR DAMANIK	Teknik Informatika (S1)
49	4735758659130162	HUMISAR HASUGIAN	Sistem Informasi (S1)
50	0434764665230262	IKA SUSANTI	Teknik Informatika (S1)
51	8949771672130282	IKHSAN RAHDIANA	Teknik Informatika (S1)
52	3941771672130302	IMAN PERMANA	Sistem Komputer (S1)
53	7437754655230112	IMELDA	Teknik Informatika (S1)
54	7746771672230342	INDAH PUSPASARI HANDAYANI	Sistem Informasi (S1)
55	2654764665130222	INDRA	Teknik Informatika (S1)
56	7454765666130203	INDRA HERTANTO	Teknik Informatika (S1)
57	9950765666130302	INDRA NUGRAHA ABDULLAH	Ilmu Komputer (S2)
58	0537752653130122	IRAWAN	Sistem Komputer (S1)
59	6435760661230183	ITA NOVITA	Sistem Informasi (S1)
60	7734743644130092	JAN EVERHARD RIWUROHI	Ilmu Komputer (S3)
61	1944770671130422	JEREMY JONATHAN	Sistem Informasi (S1)
62	9456761662130143	JOKO CHRISTIAN	Manajemen Informatika (D3)
63	2935754655130132	JOKO SUTRISNO	Sistem Informasi (S1)
64	2851769670130282	KUKUH HARSANTO	Sistem Informasi (S1)
65	9849754655130112	LAUW LI HIN	Sistem Informasi (S1)

No	NUPTK	Nama	Program Studi
66	5460755656230082	LESTARI MARGATAMA	Teknik Informatika (S1)
67	6849759660131132	LIS SURYADI	Komputerisasi Akuntansi (D3)
68	3457756657130123	LUHUR BAYUAJI	Ilmu Komputer (S2)
69	1654747648130072	MARDI HARDJIANTO	Ilmu Komputer (S2)
70	8639765666237002	MARINI	Sistem Informasi (S1)
71	5540767668230303	MEPA KURNIASIH	Teknik Informatika (S1)
72	4562753654230103	MERRY ANGGRAENI	Teknik Informatika (S1)
73	2453748649130073	MOHAMMAD ANIF	Teknik Informatika (S1)
74	9248752653130093	MOHAMMAD SYAFRULLAH	Ilmu Komputer (S2)
75	0643760661230242	MOTIKA DIAN ANGGRAENI	Sistem Informasi (S1)
76	2961757659200032	MUFTI	Teknik Informatika (S1)
77	0333764665130313	MUHAMAD SALMAN ALFARISI	Manajemen Informatika (D3)
78	1961760661130172	MUHAMMAD AINUR RONY	Teknik Informatika (S1)
79	7050757658237093	NAWINDAH	Sistem Informasi (S1)
80	6050754655230123	NIDYA KUSUMAWARDHANY	Sistem Informasi (S1)
81	3547763664230252	NOFIYANI	Sistem Informasi (S1)
82	5037758659230233	NONI JULIASARI	Sistem Informasi (S1)
83	4847756657231432	NURWATI	Sistem Informasi (S1)
84	1834757658230202	PAINEM	Sistem Informasi (S1)
85	2543764665230232	PEPI PERMATASARI	Sistem Informasi (S1)
86	4554760661230252	PIPIN FARIDA ARIYANI	Teknik Informatika (S1)
87	4151756657130113	PURWANTO	Teknik Informatika (S1)
88	8540769670230272	PUTRI HAYATI	Teknik Informatika (S1)
89	2362766667131233	RAHMAT OKTAVIAN	Teknik Informatika (S1)
90	5947771672230352	RATNA KUSUMAWARDANI	Sistem Informasi (S1)
91	3537759660230223	RATNA UJIAN DARI	Sistem Informasi (S1)
92	4656758659230152	RETNO WULANDARI	Sistem Informasi (S1)
93	0949761662230182	REVA RAGAM SANTIKA	Teknik Informatika (S1)
94	0443759660230253	RIRI IRAWATI	Sistem Komputer (S1)
95	1660744645230082	RIRIT ROESWIDIAH	Teknik Informatika (S1)
96	1745767668230302	RISKIANA WULAN	Teknik Informatika (S1)
97	2959764665237002	RIZKA TIAHARYADINI	Teknik Informatika (S1)
98	4456766667130233	RIZKY PRADANA	Sistem Informasi (S1)
99	4943758659130162	RIZKY TAHARA SHITA	Teknik Informatika (S1)
100	6235757658230143	RUSDAH	Ilmu Komputer (S2)
101	6249760661230213	SAFITRI JUANITA	Sistem Informasi (S1)

No	NUPTK	Nama	Program Studi
102	4554753654230092	SAFRINA AMINI	Teknik Informatika (S1)
103	3444749650130102	SAMIDI	Ilmu Komputer (S2)
104	4261760661230183	SAMSINAR	Sistem Informasi (S1)
105	9937760661130262	SEJATI WALUYO	Teknik Informatika (S1)
106	0157741642130083	SETYAWAN WIDYARTO	Ilmu Komputer (S2)
107	0241752653237043	SRI MULYATI	Sistem Informasi (S1)
108	3542749650230153	SRI WAHYUNINGSIH	Sistem Informasi (S1)
109	0246748649131143	SUBANDI	Teknik Informatika (S1)
110	7944752653130152	SUBANDI	Teknik Informatika (S1)
111	5937767668130372	SYAMSUDIN ZUBAIR	Teknik Informatika (S1)
112	4549736637130032	TATANG WIRAWAN WISNUADJI	Sistem Komputer (S1)
113	5539750651131093	TEJA ENDRA ENG TJU	Sistem Informasi (S1)
114	7552757658230133	TITIN FATIMAH	Sistem Informasi (S1)
115	7449765666230222	TRI IKA JAYA KUSUMAWATI	Sistem Informasi (S1)
116	6447751652130113	UTOMO BUDIYANTO	Teknik Informatika (S1)
117	4639763664130282	WAHYU PRAMUSINTO	Manajemen Informatika (D3)
118	9252739640130053	WENDI USINO	Ilmu Komputer (S3)
119	4749764665137022	WINDARTO	Teknik Informatika (S1)
120	7854758659230162	WINDHY WIDHYANTY	Teknik Informatika (S1)
121	9758748649230072	WIWIN WINDIHASTUTY	Sistem Informasi (S1)
122	2257766667230243	WULANDARI	Sistem Informasi (S1)
123	7863755656130092	YANI PRABOWO	Sistem Komputer (S1)
124	3948765666230332	YESI PUSPITA DEWI	Sistem Informasi (S1)
125	0448750651130092	YUDI SANTOSO	Sistem Informasi (S1)
126	6945763664130252	YUDI WIHARTO	Teknik Informatika (S1)
127	4057766667230303	YULIANAWATI	Sistem Informasi (S1)
128	7061753654230083	YULIAZMI	Sistem Informasi (S1)
129	6952768669130332	ZAQI KURNIAWAN	Teknik Informatika (S1)

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ENHANCING DIGITAL PROMOTION SKILLS FOR HOME-BASED ENTREPRENEURS THROUGH CANVA AND INSTAGRAM TRAINING: A COMMUNITY SERVICE PROGRAM IN PARUNG PANJANG

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ABSTRACT

This community service program was conducted to enhance the digital marketing skills of home-based entrepreneurs in The River Housing Complex, Parung Panjang. The program was attended by 25 participants and implemented through short lectures, demonstrations, hands-on practice, and discussions. Evaluation was carried out using a five-point Likert scale questionnaire with seven statements related to participant satisfaction. The results showed that the majority of participants agreed or strongly agreed with almost all aspects of the training, particularly regarding the relevance of the material (84%), the trainers' mastery of the content (90%), and the usefulness of the hands-on practice (85%). However, the adequacy of training time received relatively lower ratings, with around 15% of respondents expressing partial disagreement. Overall, the average score indicating a high level of satisfaction. In addition, participants were able to produce Canva-based promotional materials and publish them through Instagram, demonstrating practical improvements in their digital promotion skills. These findings suggest that the training was effective in enhancing both the motivation and the capability of participants to utilize digital design and social media as tools for promoting their micro-enterprises.

Keywords: Canva, Community Service, Digital Marketing, Instagram, Home-based Entrepreneurs.

1. INTRODUCTION

Micro, Small, and Medium Enterprises (MSMEs) are acknowledged as a backbone of local and national economies because of their significant role in job creation, income generation, and strengthening community resilience. It's play an important role in Indonesia's economic growth, particularly in job creation and household empowerment that contributes to family income (Wati et al., 2024). However, despite this importance, many MSMEs in Indonesia continue to struggle in adopting digital technology for branding and marketing. Most of them still rely on conventional promotion methods such as word-of-mouth or participating in local exhibitions, which limits their ability to expand market reach and sustain competitiveness in the digital era. In fact, only around 13% of the 64 million MSMEs in Indonesia have adopted digital technology, showing that digital transformation remains a major challenge despite its crucial role in realizing inclusive economic independence in the Industry 4.0 era (Dewi et al., 2023).

One of the accessible solutions to bridge this gap is the use of graphic design tools such as Canva. Canva is a web-based design application launched in 2013 that offers thousands of templates, fonts, and design elements, enabling even beginners to create professional-quality content. By 2025, Canva had reached 220+ million monthly active users across 190 countries, highlighting its popularity as a democratized design tool for education, business, and community development (Canva, 2025). Research has shown that Canva-based training programs significantly improve creativity, confidence, and digital literacy in both education and entrepreneurship contexts (Dasiyem et al., 2024; Sama' et al., 2022). In addition, Usman et al. (2023) emphasize that Canva can also be used to develop integrated language skills teaching materials based on local wisdom, where 82% of teachers expressed positive perceptions of Canva and 85% found it easy to use. This demonstrates that Canva not only enhances design skills but also contributes to cultural-based learning media, strengthening its relevance as a community empowerment tool beyond formal education.

Meanwhile, social media platforms such as Instagram have become essential channels for product promotion. Launched in 2010 and now part of Meta, Instagram reached more than 2.3 billion monthly active users worldwide by January 2025, with Indonesia ranked among the top five countries in user numbers (Statista, 2025). Its business account features such as insights, audience analytics, and promotional tools-make it highly relevant for MSMEs to build brand identity, reach wider markets, and engage directly with customers (Werdiningsih et al., 2025). A growing number of community service programs have demonstrated the effectiveness of Canva in different contexts. In Depok, Laksono et al. (2025) found that MSME owners significantly improved their skills and enthusiasm for digital marketing after Canva training, confirming Canva's usability for entrepreneurial content creation. In Banyuwangi, Werdiningsih et al. (2025) showed that MSMEs integrating Canva, Instagram, and AI-based content creation tools achieved a 97.48% satisfaction rate. Similarly, Abdullah et al. (2025) reported that more than 80% of culinary MSMEs in Bekasi successfully produced and uploaded digital promotional content after training on Instagram and TikTok.

Beyond the entrepreneurial sector, Norfaujiah et al. (2025) highlighted that training at SDN 1 Menteng Palangka Raya using Canva and Wordwall improved digital literacy, enabled students and prospective teachers to design interactive teaching materials, and fostered sustainable digital competencies. These findings confirm that Canva can be adapted effectively across different community empowerment initiatives, from education to entrepreneurship.

Despite these opportunities, many home-based entrepreneurs in Indonesia, including those in The River Housing Complex, Parung Panjang, remain underutilizing digital marketing. Most still depend on traditional promotion, lack exposure to digital design, and have limited knowledge of social media strategies. This gap creates an urgent need for structured training and mentoring. To address these issues, Universitas Budi Luhur and Universitas Ichsan Satya organized a community service program focusing on product photography, Canva-based digital design, and Instagram business promotion. The program was attended by 25 participants, combining lectures, demonstrations, hands-on practice, and evaluation. The initiative not only sought to improve participants' technical capacity but also aimed to motivate them to adopt digital tools as part of their long-term business strategy. This program underscores the important role of higher education institutions in bridging digital literacy gaps and empowering local entrepreneurs to adapt to the demands of the digital economy.

2. METHOD

This methodology was structured systematically to ensure that the training could be carried out effectively and in line with its objectives. There were eight main stages implemented, namely as follows:
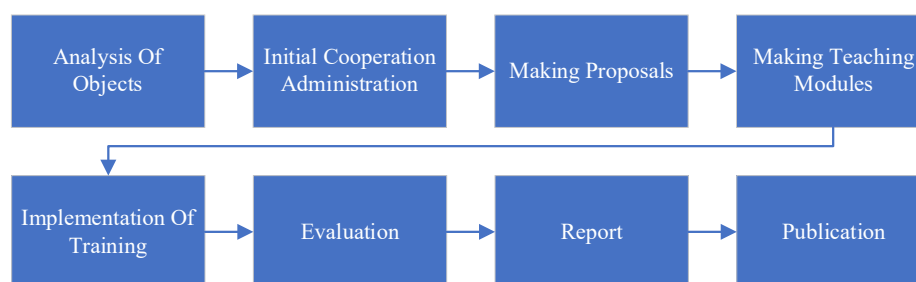

Figure 1. Stages Of Activities For The Community Service

Based on Figure 1 above, the stages of the community service activity can be described as follows:

1) Object Analysis of Community Service
   The initial stage was carried out by identifying the problems faced by MSME actors in The River Parung Panjang residential area. The analysis covered participants' needs in improving digital promotion skills, the obstacles they encountered, and the potential for business development. The results of this analysis served as the basis for designing relevant and well-targeted training materials.

2) Cooperation Administration
   At this stage, coordination was carried out with the local community leaders, such as the neighbourhood (RT) and community (RW) heads, as well as resident representatives who became participants. Cooperation administration included preparing request letters, activity approval, and role distribution between the implementation team and partners. This step was important to ensure that the activity received full support from the community.

3) Proposal Preparation
   After obtaining a cooperation agreement, the implementation team prepared a proposal as an official planning document. The proposal included background, objectives, targets, methods, implementation schedule, and agenda. It also served as a written guideline for the implementation of the activity as well as the basis for the final report.

4) Module Development
   Training modules were prepared to help participants understand the material. The modules contained an introduction to Canva, guidelines for creating promotional designs, steps for creating an Instagram business account, and effective publication strategies. With the modules, participants could review the materials after the training, ensuring a sustainable impact.

5) Training Implementation

The core stage of the activity was carried out through short lectures, demonstrations, hands-on practice, and interactive discussions. Participants were given the opportunity to design promotional materials using Canva and directly publish them on Instagram. Resource persons from Universitas Budi Luhur provided intensive guidance to ensure the skills taught were well mastered.

6) Evaluation

Evaluation was conducted to assess the success of the training. The instrument used was a questionnaire with a five-point Likert scale to measure participant satisfaction with the materials, methods, speakers, time, and benefits of the training. The evaluation results showed that the majority of participants gave positive responses, indicating that the training was effective.

7) Report Preparation

After the activity, the implementation team compiled a final report containing a summary of the implementation, documentation, evaluation results, and conclusions. This report served as an accountability document to partners and institutions, as well as a reference for improving future activities.

8) Publication

The final stage was the publication of the results in the form of a scientific article or community service journal. The purpose of this publication was to disseminate experiences, methods, and outcomes so that they could serve as references for others wishing to carry out similar activities. In addition, the publication was a form of academic contribution in supporting MSME development through a scientific approach.

3. RESULTS AND DISCUSSION

The training evaluation was carried out through a questionnaire to measure satisfaction and gather feedback on the materials, methods, and benefits of the activity. The results of participant satisfaction measurements were then analysed descriptively and presented in graphical form.

Training Implementation Results

The training activity on utilizing the Canva application for creating promotional materials and Instagram as a publication medium was successfully carried out and attended by 25 participants from The River Parung Panjang residential area. The participants consisted of home-based MSME actors engaged in various business fields such as culinary, fashion, and services. Throughout the activity, participants actively took part in each session, ranging from the introduction of the application, practicing design creation, to publishing promotional content on Instagram.

Participant Satisfaction Evaluation Results

The evaluation was conducted using a questionnaire with seven main questions covering aspects such as material relevance, clarity of delivery, adequacy of time, benefits of practice, speaker's mastery, motivation gained, and overall satisfaction. The data analysis results show that most participants were satisfied with this activity.

In general, respondents who selected the categories Strongly Agree (SA) and Agree (A) dominated the evaluation results with percentages exceeding 70% for each indicator. This indicates that the training successfully provided a positive learning experience. The distribution of responses can be described as follows:

1) Relevance of training materials: The majority of respondents considered the materials highly relevant to their needs, with Strongly Agree (SA) and Agree (A) responses reaching more than 80%.
2) Clarity of delivery by the speaker: More than 75% of respondents selected SS and S, indicating that the delivery method was well understood.
3) Adequacy of training time: Although most participants were satisfied, around 15% felt that the time was still insufficient for more in-depth practice.
4) Usefulness of practice sessions: Respondents rated the practice sessions as very helpful, with SA and A responses exceeding 85%.
5) Speaker's mastery of the material: Approximately 90% of respondents selected SA and A, indicating that the speaker demonstrated strong mastery of the topic.
6) Motivation gained by participants: The majority of participants reported being more motivated to develop their businesses through digital promotion strategies.
7) Overall satisfaction: The results showed that more than 80% of respondents felt satisfied and very satisfied with this training activity.

Documentation of Community Service Activities

The documentation of the training activities shows the enthusiasm of participants in attending each session. In Figure 2, the speaker is presenting material on the use of the Canva application for creating product promotional designs. The participants were actively listening and taking notes on the key points delivered.

Figure 2. The Speaker was Delivering the Material

In Figure 3, a snapshot moment of product photography practice conducted directly by the participants is captured. The photos were then processed using the Canva application to create engaging digital promotional materials. Subsequently, the design outputs were published through each participant's Instagram account as part of the digital promotion strategy practice.

Figure 3. Product Photography Practice

In Figure 4, the speaker is giving best practices of using the aforementioned technology in real world usages based on personal knowledge.

Figure 4. Best Practices Sharing Session

Discussion

The evaluation results indicate that this training has successfully improved participants' knowledge and skills in creating digital promotional materials. This aligns with the needs of MSMEs to optimize social media as a marketing tool. The success of the training was also supported by the selection of Canva, an application that is simple and easy to operate, allowing participants to directly practice creating promotional designs even though most of them did not have a background in graphic design.

In addition, the use of Instagram as a publication medium proved relevant since most participants already had social media accounts. With new insights into publication strategies, participants can leverage Instagram to expand the marketing reach of their products. These findings reinforce that digitalization of promotion is an essential step in MSME development in the modern era.

However, in terms of time allocation, some participants felt that the practice sessions needed to be extended so they could explore more features. This serves as an important note for future activities to ensure the benefits gained are further optimized.

The following are the evaluation results of the community service activity based on the questionnaire responses from 25 participants.

1) The training materials are aligned with the needs of my business.

   36% of the participants stated strongly agree, 36% agree, and 28% neutral, while disagree and strongly disagree were 0%. The details are presented in Figure 5 on the left side.

2) The delivery of the material by the speaker was clear and easy to understand.

   44% of the participants stated strongly agree, 48% agree, and 8% neutral, while disagree and strongly disagree were 0%. The details are presented in Figure 5 on the right side.
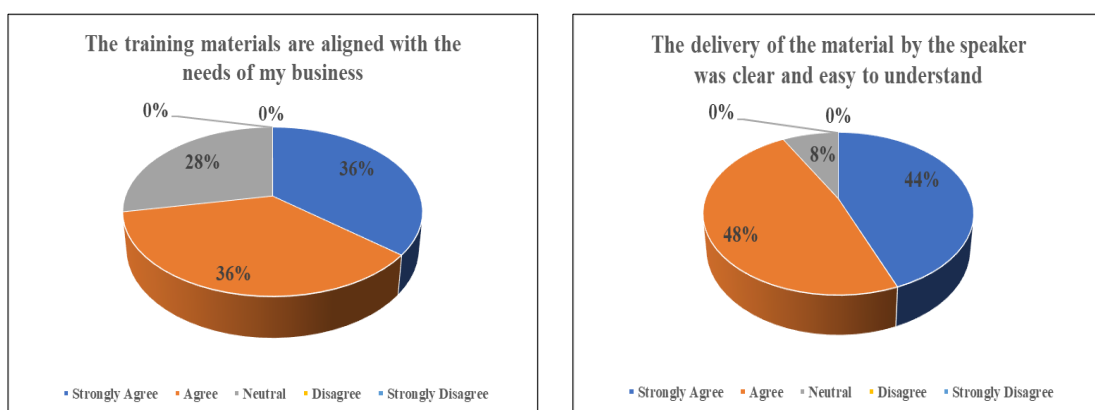

Figure 5: Survey results: The training materials are aligned with the needs of my business (left) and The delivery of the material by the speaker was clear and easy to understand (right).

3) The training schedule was appropriate and sufficient to understand the material.

24% of the participants stated strongly agree, 52% agree, and 24% neutral, while disagree and strongly disagree were 0%. The details are presented in Figure 6 on the left side.
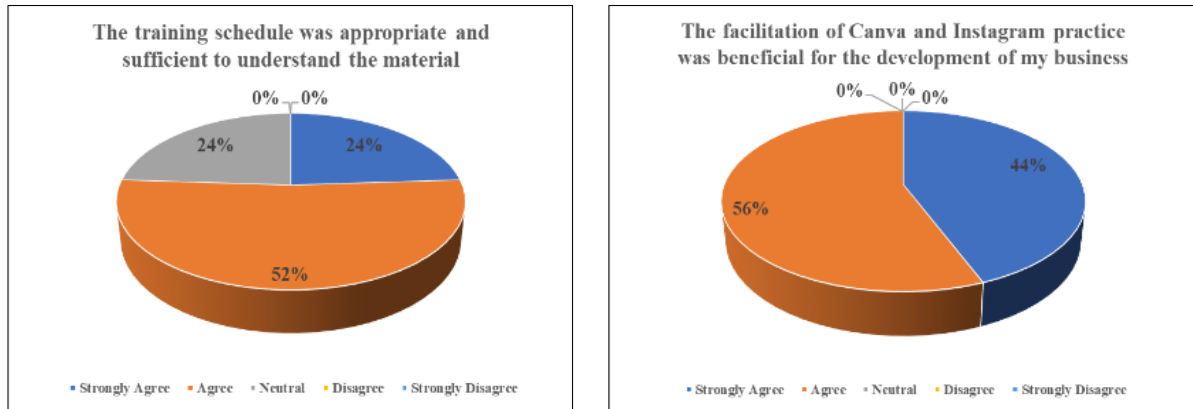
4) The facilitation of Canva and Instagram practice was beneficial for the development of my business.

44% of the participants stated strongly agree and 56% agree, while neutral, disagree, and strongly disagree were 0%. The details are presented in Figure 6 on the right side.

Figure 6 Survey results: The training schedule was appropriate and sufficient to understand the material (left) and The facilitation of Canva and Instagram practice was beneficial for the development of my business (right).

5) The speaker demonstrated a strong command of the training material.

56% of the participants stated strongly agree, 28% agree, and 16% neutral, while disagree and strongly disagree were 0%. The details are presented in Figure 7 on the left side.

6) This training has increased my motivation to promote products digitally.

40% of the participants stated strongly agree, 48% agree, and 12% neutral, while disagree and strongly disagree were 0%. The details are presented in Figure 7 on the right side.
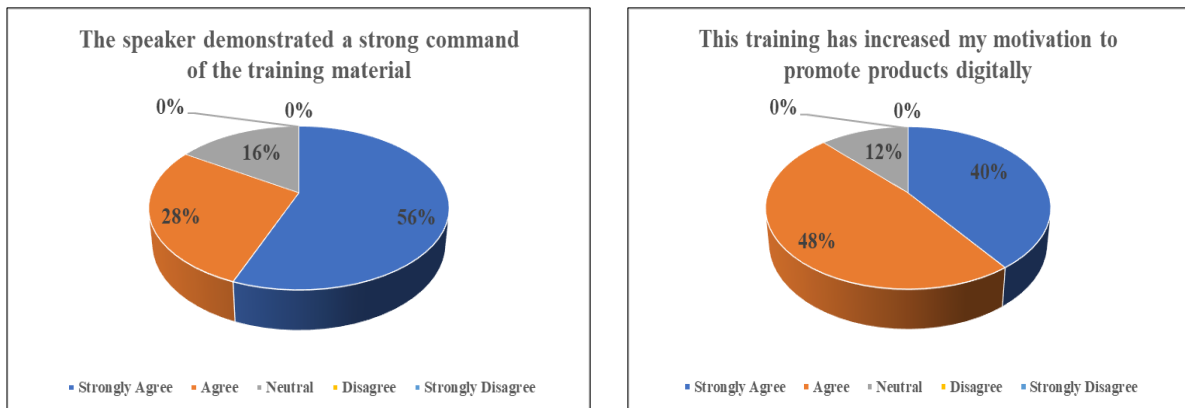

Figure 7: Survey results: The speaker demonstrated a strong command of the training material (left) and This training has increased my motivation to promote products digitally (right).

7) Overall, I am satisfied with the implementation of this training.

48% of the participants stated strongly agree, 40% agree, and 12% neutral, while disagree and strongly disagree were 0%. The details are presented in Figure 8 below.
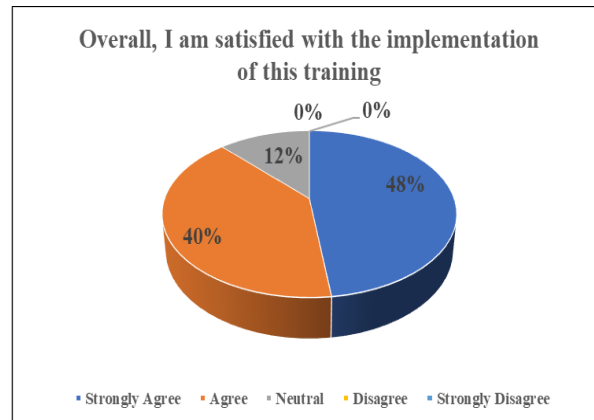
Figure 8: Survey results: Overall, I am satisfied with the implementation of this training

Overall, this training has made a positive contribution to enhancing the capacity of MSMEs in utilizing digital technology, while also supporting community empowerment efforts through a sustainable service program.

4. CONCLUSION AND RECOMMENDATIONS

This community service program successfully enhanced the digital marketing capacity of home-based entrepreneurs in The River Housing Complex, Parung Panjang. A total of 25 participants attended the training, which combined short lectures, demonstrations, hands-on practice, and discussions. Based on the questionnaire results, the program received highly positive evaluations. The majority of participants agreed or strongly agreed on almost all aspects, particularly regarding the relevance of the material (84%), the trainers' mastery of the content (90%), and the usefulness of the hands-on practice (85%). However, the adequacy of training time was rated lower, with around 15% of respondents expressing partial disagreement. In addition, participants were able to design promotional materials using Canva and publish them on Instagram, demonstrating tangible improvements in their digital promotion skills.

To strengthen the program's impact, future activities should allocate more time for practical sessions so that participants can explore Canva's features more thoroughly. Continuous mentoring and follow-up sessions are also recommended to ensure participants consistently apply the acquired skills in their businesses. Furthermore, the program can be expanded to reach broader community groups and integrated with other digital commerce platforms beyond Instagram, such as online marketplaces, to maximize business opportunities. These improvements will enhance the sustainability and long-term benefits of similar initiatives in empowering local entrepreneurs and strengthening community resilience in the digital economy era.

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