



Contents lists available at openscie.com

Indonesian Journal of Community Services Cel

Journal homepage: <https://ijcomcel.org>



Canva and Google Maps Training for Printing MSMEs in Bandar Lampung City

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ARTICLE INFO

Article History:

Received 28 October 2024

Revised 1 December 2024

Accepted 3 December 2024

Published 12 December 2024

Keywords:

Canva,
Google Maps,
MSMEs,
Training,

ABSTRACT

One of the post-pandemic impacts has been the near cessation of many businesses, including printing MSMEs (Micro, Small, and Medium Enterprises). The rapid advancement of the digital era also requires business actors, particularly MSMEs, to engage in public marketing to broaden their reach and make it easier for consumers to locate their business premises. Observations in the field reveal that some MSMEs are still unprepared for the changes brought about by digital marketing and promotion due to limited knowledge among their human resources. This community service activity aims to transfer technology and knowledge to printing MSMEs in Bandar Lampung City through training on using *Canva* and *Google Maps* software applications to support their business publicity. The method employed involved delivering materials and practical sessions, with pretests and posttests conducted to assess the participants' skills. Following the training, participants could design using *Canva*, and the locations of the printing MSMEs were successfully uploaded online. The training results showed a 34% increase in participants' understanding of the material presented.

1. Introduction

Post-pandemic, particularly in the recovery era following the COVID-19 pandemic, many businesses experienced declining consumer purchasing power (Marselina *et al.*, 2024), including small and medium-sized enterprises (MSMEs) in the printing sector. While printing MSMEs can benefit

from increased demand during specific periods, such as political campaigns, many struggled to maintain steady operations due to the prolonged economic downturn caused by the pandemic. Printing MSMEs represents a vital industrial process involving mass production of text and images on paper using ink through printing machines (Kristanto & Muliawati, 2017; Salamah & Herlawati, 2018). Several printing businesses in Bandar Lampung, such as Teratai, Gema, Kurnia, Ono Kene, and Abdi, fall under the category of MSMEs in the city and have long relied on conventional promotional methods and existing customer bases. However, some of these businesses have faced significant challenges, including relocating due to an inability to pay rent, forcing them to start over from scratch. These limitations have hindered their ability to achieve the business targets set by the owners, highlighting the need for targeted interventions to support their recovery and growth.

Nowadays, businesses are expected to facilitate quick transactions and provide easy access to location and information. However, many business owners are still unfamiliar with software or websites that support these promotional activities, such as *Canva* and *Google Maps*. In promotion, the goal of communication is not merely to convey information but also to create a situation where consumers are interested and choose the product (Gunawan *et al.*, 2021; Syahputra, 2019). *Canva* is commonly associated with digital marketing and social media promotion. It may lead printing business owners to perceive it as irrelevant to their industry, as they often focus on producing tangible printed materials rather than digital content. This limited perception hinders their ability to see *Canva*, which has the potential to be a tool for creating compelling visual designs that can enhance both online and offline promotional materials. Furthermore, many printing businesses in Bandar Lampung rely on conventional methods and lack digital literacy, exacerbating their unfamiliarity with tools like *Canva*. As technology advances rapidly, MSMEs must prepare to adapt to these tools, not only to sustain their businesses but also to remain competitive in an increasingly digital era.

The importance of maintaining the existence of MSMEs cannot be overstated (As'ad *et al.*, 2023). MSMEs contribute significantly to the Gross Domestic Product (GDP) each year and create community jobs. To address these challenges, the Community Service Program (PKM) assists MSMEs in optimizing digital information technology, mainly using *Canva* and *Google Maps*.

Through this training, it is expected that printing MSMEs in Bandar Lampung, such as Teratai, Gema, Kurnia, Ono Kene, and Abdi publisher/ digital printing, will be able to leverage digital technology to recover and grow their businesses (Hartono & Hartomo, 2016; Sudrartono *et al.*, 2022). By enhancing online visibility and digital promotional capabilities, partner businesses are expected to increase their customer base and visitors, achieving their business targets. This community service was conducted in Bandar Lampung because of its role as a regional economic hub, where SMEs are critical to local economic activities. Despite their importance, many MSMEs, especially in the printing sector, struggle to adapt to digital advancements, which limits their ability to compete in an increasingly digital marketplace. Addressing these challenges through targeted training is essential for fostering resilience, boosting competitiveness, and supporting the sustainable development of local MSMEs.

2. Methods

The training was conducted on Saturday, June 20, 2024, at one of the partner training locations, Kedamaian Asri B3/B4, Tanjung Karang Timur District, Bandar Lampung City. The training was attended by 25 participants, where the participant is five staff representatives from each MSMEs (Teratai, Gema, Kurnia, Abdi, and Ono Kene Digital Printing). The training activities were carried out in several stages: preparation, pre-test, delivery of materials through lectures and direct demonstrations, post-test, and evaluation. This method effectively combines structured learning phases with active participant engagement (Lubis *et al.*, 2024). The preparation stage ensures that the training materials and activities are tailored to the participant's needs, making the sessions more relevant and impactful. The pre-test helps to assess the participants' initial understanding, providing a baseline to measure learning outcomes.

The lecture method, supplemented with direct demonstrations, caters to different learning preferences—lectures provide theoretical knowledge, while demonstrations allow participants to observe and practice the practical application of the tools. This hands-on approach enhances comprehension and retention, as participants can immediately apply what they have learned. The post-test evaluates the effectiveness of the training by measuring the improvement in participants' understanding and skills. Finally, the evaluation stage provides valuable feedback for continuous improvement of the training program.

This combination of theory, practice, assessment, and feedback creates a comprehensive learning experience, making the method highly effective in achieving the intended learning outcomes.

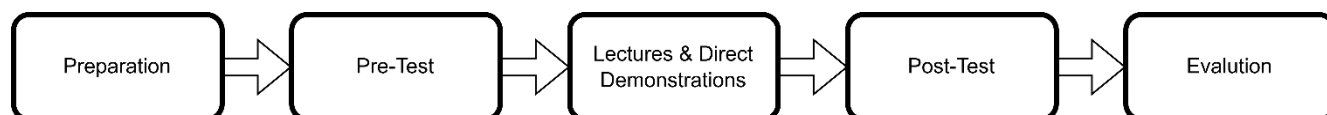


Figure 1. Stages of training activities

a. Preparation

The service team began coordination after identifying the partners' needs through surveys, assigning tasks, including registering potential participants, arranging the schedule and venue, and agreeing on the implementation method (offline or online). Additionally, the team prepared training materials in both soft and hard copy formats, developed questions for evaluating participants before and after the training, and prepared training facilities such as laptops, the installation of *Canva* and *Google Maps* applications, stationery, and other logistical needs. A tutorial module on *Canva* and *Google Maps* was also developed and provided to participants to support the training further. These resources served as supplementary learning materials, allowing participants to review the content at their own pace and revisit specific steps or concepts after the training. This approach ensures continuity of learning and helps participants apply the tools effectively in their business activities. During the training, participants signed the attendance list and attended the opening session.

b. Pretest

Before the material was presented, participants were asked to answer preliminary questions to assess their understanding of *Google Maps* and *Canva*. This activity was aimed to evaluate participants' abilities before the training began.

c. Delivery of Materials through Lectures and Demonstrations:

The training was divided into two main sections: materials on *Canva* and *Google Maps*. The service team explained the benefits of *Google Maps* for MSMEs, introduced *Canva*, and demonstrated how to create an account, design, and share designs on social media and *Google Maps*. After the explanation, the team conducted a demonstration of using both applications, followed by hands-on practice by the participants. The 25 participants were divided into five groups to maximize the practice session. The training was held on Saturday and Sunday, June 20 and 21, 2024, at the Kedamaian Asri Villa, Tanjung Karang Timur Sub-District, Bandar Lampung City.



Figure 2. Explaining the *Google Maps* and *Canva* Applications

d. Post test

After the practice session, participants were tested on their ability to use *Canva* and *Google Maps*. Post-test questions were designed to measure participants' understanding after the training, with assessment indicators covering five categories: not knowledgeable, slightly knowledgeable, fairly knowledgeable, well knowledgeable, and highly knowledgeable.

e. Evaluation

The evaluation was conducted by comparing participants' initial and final abilities to assess their improvement.



Figure 3. Training Participants

3. Results and Discussion

3.1 Understanding level of *Canva* and *Google Maps* Applications

The following are the results of the pre-test and post-test assessments of the training participants, which reflect their initial and final understanding of *Canva* and *Google Maps*. The components of understanding include familiarity with the tools, knowledge of their key features, perceived importance for business, and practical application skills. The results are presented in Table 1 below.

Table 1. Comparison of Participants' Pre-test and Post-test Results

Participant	PRE-TEST	POST-TEST	Pre-test Understanding (%)	Post-test Understanding (%)	Improvement (%)
1	12	35	24	70	46
2	30	40	60	80	20
3	32	42	64	84	20
4	12	38	24	76	52
5	30	45	60	90	30
6	32	42	64	84	20

Participant	PRE-TEST	POST-TEST	Pre-test Understanding (%)	Post-test Understanding (%)	Improvement (%)
7	12	43	24	86	62
8	30	40	60	80	20
9	32	45	64	90	26
10	12	39	24	78	54
11	32	40	64	80	16
12	30	45	60	90	30
13	12	39	24	78	54
14	31	46	62	92	30
15	30	45	60	90	30
16	29	45	58	90	32
17	31	44	62	88	26
18	12	35	24	70	46
19	28	42	56	84	28
20	32	48	64	96	32
21	30	45	60	90	30
22	31	46	62	92	30
23	32	48	64	96	32
24	12	38	24	76	52
25	12	33	24	66	42

Based on Table 1, participants showed varying degrees of improvement in their understanding. On average, the participants demonstrated a 34% increase in understanding, with the highest increase being 62% and the lowest 16%. Most participants experienced an improvement of more than 20% in their understanding, with some achieving near-perfect comprehension after the training. A comparison of the pre-test and post-test results is shown in Figure 4.

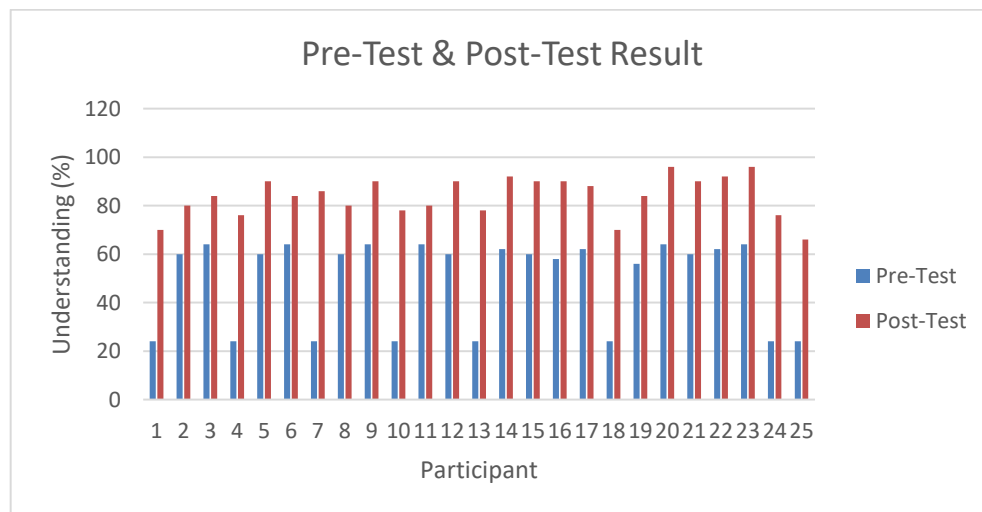


Figure 4. Comparison of Pre-test and Post-test Results

3.2 Canva Designs for Publication on Google Maps

After being introduced to *Canva*, including how to create an account, use templates, adjust text layout, manage object elements, and arrange layouts, participants created their own designs using the *Canva* application. They were given time to apply the knowledge they had gained, resulting in designs intended for publication on *Google Maps*. The outcome of this community service activity is that participants were able to create designs for the publication of their printing MSMEs. The results of the *Canva* design training can be seen in Figure 5.

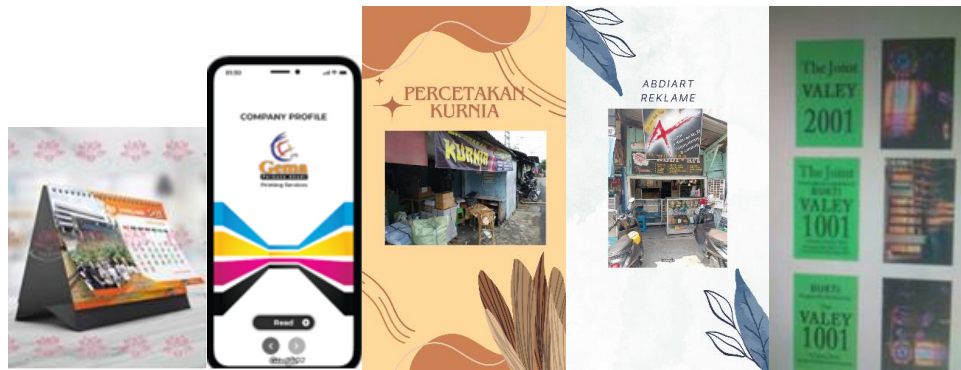


Figure 5. Design Results by SME Participants

The ability to create these designs, which directly contribute to the visibility of their printing MSMEs, reflects the practical and immediate impact of the training. This outcome not only shows the participants' progress in using *Canva* but also highlights the training's role in helping them integrate these designs into their business strategies, ultimately boosting their online presence and promotional efforts.

3.3 Locations of MSMEs Displayed on Google Maps

After the presentation, participants were tasked with creating their own printing MSMEs locations on *Google Maps*. This activity aimed to help them understand and apply the platform's basic functions for business purposes. Participants marked their business locations, added key information, and explored features to enhance their business visibility online. The resulting map, as shown in Figure 6, displays the locations of the printing MSMEs created by the participants. These locations are clearly marked, accompanied by business names, descriptions, and other relevant details, demonstrating the practical application of *Google Maps* for promoting their enterprises.

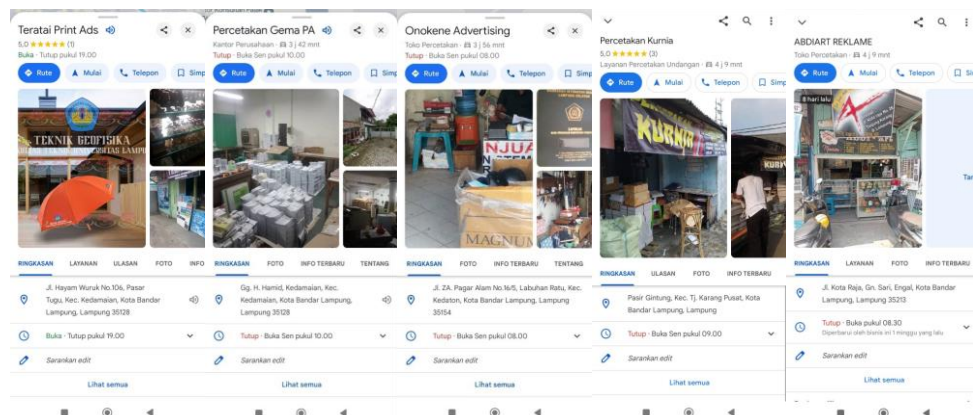


Figure 6. Locations of MSMEs Displayed on *Google Maps*

3.4 Discussion

The results of this community service program provide strong evidence that targeted digital skills training can enhance the performance of printing MSMEs. This is supported by [Bouwman et al. \(2019\)](#), who emphasize the importance of digital business model innovation in improving MSME performance. The average 34% increase in participants' understanding after training demonstrates how the integration of *Canva* and *Google Maps* into their workflows can improve their ability to promote business products effectively.

As highlighted in the literature, digital tools like *Google Maps* can significantly enhance MSME visibility. Ikerismawati *et al.* (2023) noted that *Google Maps* is not only a platform for displaying business locations but also a tool for improving online business presence. In this program, participants learned to add and manage their business locations on *Google Maps*, which allows customers to find their services more easily. This activity directly supports the results of the training, as participants created accurate business entries, enhancing the discoverability of their printing services. Figure 6 shows examples of these successfully marked locations, demonstrating that participants could apply their knowledge effectively to increase their online visibility.

Sholeh *et al.* (2020) emphasized the role of design applications like *Canva* in helping MSMEs create visually appealing and consistent promotional materials. In this training, participants practiced using *Canva* to create professional designs that reflected their business identities. They utilized features such as templates, text layout customization, and object management to develop promotional materials for publication on platforms like *Google Maps*. The results, displayed in Figure 5, showcase the participants' improved ability to design attractive promotional content, which is essential for effective digital marketing.

The observed improvements align with the program's objective to equip MSMEs with practical tools to enhance their marketing strategies. The integration of *Google Maps* and *Canva* training not only increased participants' theoretical understanding but also enabled them to produce tangible outputs, such as business location entries and promotional designs. These results directly support the findings of previous research, showing that digital tools can empower MSMEs to better connect with their target audiences and improve operational efficiency.

By blending theoretical insights with hands-on practice, this program has successfully demonstrated how digital technology can be utilized to strengthen MSMEs business models. The outcomes—evidenced by participants' enhanced skills and outputs—highlight the transformative potential of such training initiatives, affirming their role in fostering digital innovation among MSMEs

4. Conclusions

After conducting assessments and evaluations, it can be concluded that this community service program was successfully implemented according to the plan. The participants were enthusiastic about the activities, and the program was deemed successful, as evidenced by their ability to create their own designs using the *Canva* application and upload their business locations. Additionally, there was an improvement in the participants' skills after the training on using *Canva* and *Google Maps* to support the publication of printing SMEs. The increase in participants' ability is seen from the comparison of pre-test and post-test results, where there is an average increase in understanding of 34%, with the highest increase value of 62% and the lowest value of 16%.

5. Acknowledgment

We would like to express our deepest gratitude to the University of Lampung for their support and funding for this community service activity entitled "*Canva and Google Maps Software Applications Training to Support the Publication of Printing MSMEs in Bandar Lampung City.*" Their assistance enabled us to provide valuable training that enhanced the business visibility and promotional capabilities of MSMEs in Bandar Lampung through the effective use of digital technology. This support was instrumental in successfully implementing this meaningful and impactful program for the community.

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